THE IMPACT OF SOCIAL NETWORKING SITES ADVERTISING MESSAGE ON STUDENT'S BUYING BEHAVIOUR

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This Thesis was submitted in Partial Fulfillment of the Requirements for the Master's Degree in Business Administration (MBA)/ Marketing

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This thesis (The Impact of Social Networking Sites Advertising Message on Student's Buying Behaviour) was successfully defended and approved on 9/12/2010.

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Dedication

To my father, who taught me that knowledge learns for itself only.

To my mother who taught me that even the most difficult task can be accomplished if it is done one step at a time

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I would like to express my gratitude to my supervisor, Professor Hani Dmour, whose expertise, understanding, and patience, added considerably to my graduate experience, I appreciate his vast knowledge and skill in many areas and his assistance in writing this thesis. I would like to thank the other members of my committee, Dr. Mohammad Obeidat, Dr. Samer Dahiyat, and Dr. Hamad Al-Ghadir.

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List of Abbreviation

SNSs	Social Networking Sites
NFC	Need for Cognition
NTB	Need to Belong
TAM	Technological Acceptance Model
PU	Perceived Usefulness
PEOU	Perceived Ease of Use

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ABSTRACT

The aim of this study is to investigate the impact of social networking sites advertising message on student's buying behaviour. This study uses a questionnaire based survey consisted of 52 questions distributed to 382 respondents in three Jordanian Universities, University of Jordan, Yarmouk University, and Jordan University of Science and Technology. The respond rate was 73% resulting in 283 questionnaires. Multiple regression analysis is used to investigate the impact of social networking sites advertising message on student's buying behaviour.

This study found that the website characteristics (privacy, security), advertising message characteristics, perceived ease of use, perceived usefulness, need to belong, and need for cognition all have positive effect on student's buying behaviour. Furthermore, trust and satisfaction moderating the relationship between website characteristics (privacy, security), advertising message characteristics, perceived ease of use, perceived usefulness, need to belong, and need for cognition and student buying behaviour.

Chapter One

Introduction

1.1 Background to the study:

For many years, Social Network Sites (SNSs) were adopted, but nowadays these sites become more effective, because they served the need of a consumer.

Social network sites (SNSs) became increasingly popular, with an estimated 80 to 90 per cent of undergraduate students actively participating in sites like MySpace, Friendster and Facebook (Strater and Richter, 2007). Students were attracted to SNSs in order to interact with friends, share digital cultural articles and ideas, and connect to vast networks of people (Boyd and Ellison, 2007).

Advertising expenditure now in Jordan exceeds 144.90 million dollars during the first half of the year 2010 (Ipsos). Globally advertising on SNS is predicted to reach 1.7 billion in 2010. Facebook is the most popular SNSs in Jordan, the number of Jordanian facebook users is 1.038.020. Worldwide there are more than 500 million facebook users.

Because SNSs are considered personal spaces, their usage is often driven by friendships and relationships, and they provide an outlet for creative and personal experience. Many of these sites were classified as being private and secure, which suggested to the users that they have control the information on their site. This study aims to know if the availability of privacy and security of SNSs has a positive influence on students' buying decision.

"Cognition" is the primary reason for people to decide whether to join SNSs or not because it shows that people who process information about user-generated content on sites like SNSs, are likely to form an attitude by cognition. "The need to belong" is another stimulus for people to join SNSs. Therefore, this study will investigate the effect of both (1) need to belong and (2) need for cognition on student buying behaviour through SNSs.

In studying user acceptance and the use of technology. The Technology Acceptance Model (TAM) is used to investigate the effect of perceived ease of use and perceived usefulness on students' buying decision.

Students with their early adopter attitude have embraced SNSs, this is emphasized by the fact that 57.9% of the boys and 42.1% of the girls in Jordan aged between 18 and 24 years are having facebook sites(checkfacebook.com). This age group is the first truly digital generation and their usage of social networking sites has became an important element of their social system. Therefore the age of group of 18 to 24 year old male and female are the focus of this study, which seek to know the impact of social networking sites advertising message on student buying decision, and investigates the trust and satisfaction as mediating variables which influence this relationship.

1.2 Research problem:

The scope of this study focuses specifically on investigating the SNSs characteristics (privacy, security), advertising message characteristics, perceived usefulness, perceived ease of use, and personality (need to belong, need for cognition) on student's buying behaviour. To achieve that, this research seeks the following research questions:

1. Is there an effect of SNSs characteristics (privacy, security) on student's buying behaviour?
2. Is there an effect of advertising message characteristics on student's buying behaviour?
3. Is there an effect of perceived (usefulness, ease of use) on student's buying behaviour?

4. Is there an effect of personality (need to belong, need for cognition) on student's buying behaviour?

1.3 Research importance:

This study has the following important aspects:

1. From reviewing the literature, it has been noticed that most studied related to internet advertising do not directly address SNSs as an advertising medium because they are relatively new phenomenon. Thus conducting this type of study will help to investigate the effect of SNSs as advertising medium on student's buying behaviour.
2. According to the researcher knowledge, this type of study was the first one conducted in Jordan to investigate student's buying behaviour in SNSs.
3. Social networking sites turned out to be one of the best places online that offer the biggest benefits for any business that's trying to promote his own services and products, thus, there is a need to conduct such studies in this field.
4. People are spending most of their time on the internet especially on SNSs (Todi, 2008), which gives the companies great opportunity to shift from traditional advertising media (newspaper, TV) into more effective online social networking websites.

1.4 Research objectives:

In the light of what has been discussed in previous sections, this study will try to answer the questions that have been raised in the aforementioned problem definition, and to achieve the following objectives:

1. To investigate the effect of SNSs characteristics (privacy, security) on Student's buying behaviour.
2. To investigate the effect of advertising message characteristics on Student's buying behaviour.

3. To investigate the effect of perceived (usefulness, ease of use) on Student's buying behaviour.
4. To investigate the effect of personality (need to belong, need for cognition) on Student's buying behaviour.

1.5 limitation of the study:

There were three limitations for this research:

1. Unfamiliarity of respondents with social networking site concept, which require additional efforts to explain the concepts and to persuade the respondents to fill the questionnaire.

2. The social networking site world is incredibly dynamic in nature and today's experiences and perceptions maybe superseded by new technology. Therefore, the findings represent the current technological environment.

3. The participants of this research are students. Therefore, the findings may not be representative for all site users.

1.6 Research outline:

This research consists of five chapters, distributed as follows:

Chapter one is the introduction in which an overview in terms of the research the research problem, limitation, objective, and questions is provided.

Chapter two is the literature review where a comprehensive and thorough literature review of prior and latest researches and conceptual framework will be provided and analyzed.

Chapter three is the methodology in which the research framework and hypotheses with explanation of the independent and dependent variables and how data will be gathered and measured will be clarified.

Chapter four is the data analysis in which data will be statistically analysis in order to demonstrate the characteristics of the population and to test the study hypotheses.

Chapter five is the results, conclusions and implications, and further research recommendation.

Chapter Two

Literature Review

2.1 Theoretical Background

2.1.1 Social Networking Sites

Consumers are connected to the rest of the world through traditional media and network communication such as mobile phone, the internet, email, instant messaging, chat room and video sharing (Kelly 2008). Most Jordanian families own computers at home with internet connections, according to the internet World statistics the number of internet users in Jordan is 1,741,900, about 60% of the internet users have facebook blogs.

In traditional social network theory, a social network is defined as a set of social entities that includes people and organizations that are connected by a set of socially meaningful relationships and who interact with each other in sharing the value (Kwon & Wen, 2010). Also social network is “a place where people can create their own spaces, or homepages, on which they can create blogs; post pictures, videos, or music; share ideas; and link to other Web locations they find interesting” (Turban et.al, 2009, p.363). According to Boyd and Ellison (2007, p.2), social network sites are defined “as web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system”.

When a new user joins a SNSs they create a profile and contact their friends and people that they meet on their friends site to join too. The profile presented by the user contains information such as real name or a pseudonym, birthday, religion, ethnicity, and personal interests (Dwyer et al 2007, Kelly 2008).

SixDegrees.com was the first SNSs one launched in 1997. It allowed users to list friends and family members. Users also could send messages and post bulletin board

items to people in their first, second, and third degrees, and see their connection to any other user on the site (boyd & Ellison, 2007).

MySpace, Orkut, Cyworld, Bebo, and Twitter are the best examples of SNSs, where audiences have became co-authors on interactive websites. On these sites individuals can present themselves to other users using a variety of formats, including text and video.

While the technological features of social websites are similar, the cultures that emerge around them are not. Facebook membership was initially limited by the founders to Harvard University students. The founders gradually added support for students at various other universities before opening to high school students, and, finally, to anyone aged 13 and obove. Orkut, was launched in the United States. Soon after, Brazil surpassed the U.S in the number of users. Segmentation across SNSs is achieved up on a demographic basis. For instance, members of the site SmallWorld are by invitation only. Some SNSs are targeted specifically at minorities, for example BlackPlanet targeted especially for the Black American Community and MiGente for Hispanic community. Other websites intended to sharing digital media, such as Flickr and You tube, Even pet owners have been targeted by social websites (e.g., Dogster, Catster) (Valenzuela,et.al 2008). Table 1 lists the 20 Most Popular SNSs as derived from *eBizMBA Rank.*

Maktoob is one of the early SNSs Arabic sites and is still in the lead for each user attempting to access an Arabic site, and it provides many services, such as making online friends, upload photos, create groups and blogs. The second Arabic SNSs is Faye3, who was awarded by the Queen Rania National Entrepreneurship Competition in Jordan, It should be noted that participation in this SNSs is a free to all,

Table 1. The 20 Most Popular Social Networking Websites

No.	Social Networking Websites	Estimated Unique Monthly Visitors
1	Facebook	250,000,000
2	MySpace	122,000,000
3	Twitter	80,500,000
4	Linkedin	50,000,000
5	Ning	42,000,000
6	Tagged	30,000,000
7	Classmates	29,000,000
8	Hi5	27,000,000
9	Myyearbook	12,000,000
10	Meetup	8,000,000
11	Bebo	7,000,000
12	Mylife	6,000,000
13	Friendster	5,000,000
14	MyHeritage	4,800,000
15	Multiply	4,600,000
16	Orkut	4,500,000
17	Badoo	4,400,000
18	Gaioonline	4,350,000
19	Blackplanet	4,000,000
20	skyRock	3,000,000

Sources: www.ebzinearticles.com

There are four main reasons for social networking Websites playing more prominent parts in companies advertising strategies (Todi, 2008) as follows:

1. Large reach: Internet users worldwide are spending too much time on activities with social connections. By incorporating social networks with their advertising strategies, companies can reach out a large user base spread across the country with relative ease.

2. Cost efficiency: Advertising on SNSs is relatively cheap compared to other traditional media. It usually has a similar or expanded reach at lower costs. In addition, it is possible for companies to generate free publicity through creative advertising techniques.

3. Targeted advertising: Advertisers have access to a great deal of information about users and their interests, allowing them to customize and target their ads to a degree not yet seen in any other advertising medium.

4. Time spent online: People are spending long time online, especially on SNSs, at the expense of traditional advertising media such as television and newspapers. This can be viewed as a result of many of the traditional functions news, television shows of the old advertising media being shifted online to social networks. As a result, advertisers are increasingly looking for ways to reach out to consumers who are spending more and more time online.

White (2005) also mentions eight characteristics of social networking sites as an advertising medium. These characteristics are:

1. Targetability: the optional for niche marketing.
2. Ability for interactive advertising.
3. Synergistic by supporting advertising in other mediums.
4. It is easily measurable.
5. It allows flexibility of media placement and creative message.
6. It is social advertising medium is not a mass medium.
7. It is a personal space.
8. Perception of risk.

2.1.2 Web site Characteristics:

2.1.2.1 Privacy:

The concept of privacy itself is in not new; it has generally been defined as an individual's ability to control the terms by which his personal information is acquired and used. (Westin, 1967; Galanxhi-Janaqi and Fui-Hoon Nah, 2004).

There are three key aspects of privacy (Baase, 2003, p: 36):

- Freedom from intrusion-being left alone.
- Control of information about oneself.
- Freedom from surveillance (free being followed, watched, and eavesdropped upon).

Where the internet is concerned, privacy affects aspects such as obtaining distribution or the non-authorized use of personal information (Wang et al., 1998). New technologies growing capacity for information processing, and its complexity, have made privacy an increasingly important issue. Consequently, Consumers were worried for years about how personal data are going to be used by the government and, more recently, by businesses. Their anxiety and action have led to various privacy protection laws. The consumer privacy issue is taking on greater magnitude, as the number of people accessing the internet information resources grows exponentially; and the public became technologically well educated. (Reda, 1996 and Rubin, 1995). Once an individual has ventured into cyberspace, it is hard to remain anonymous. One can expect to receive unwanted advertising e-mail. Maintaining privacy is partly the responsibility of the user. When visiting a site, users should look for a privacy statement. Sites that are sensitive to privacy should have privacy policies clearly displayed, and should also offer the user a choice whether to share their personal

information or restrict it. And here are the best ways in order to protect the user's privacy online (EFF, 1999):

1. Do not reveal personal information in advertently.
2. Turn on cookie notices in your Web Browser.
3. Keep a clean e-mail address.
4. Don't reveal personal details to strangers or "just-met" friends.
5. Realize that you may be monitored at work, avoid sending highly personal e-mail to mailing lists, and keep sensitive files on your home computer.
6. Do not reply to spammers, for anything.
7. Be conscious o f Web security.
8. Be conscious o f home computer security.
9. Examine privacy policies and seals.
10. Remember that you decide what information about yourself to reveal, when, why, and to whom.
11. Use encryption.
12. Keep sensitive files on your home computer.

2.1.2.2 Security

Security is important as much as the lack of privacy, the lack of security as perceived by online consumers is the main obstacles to the development of e-commerce (Furnell and Karweni, 1999; Chou et al., 1999; Dong-Her et al., 2004). Kolsaker and Payne (2002) preserve that security reflects perception regarding the reliability of the payment methods used and the mechanisms of data transmission and storage. Security may be defined as the subjective probability with which consumers believe that their personal information (private and monetary) will be private, stored, and manipulated

during transit and storage by inappropriate parties in a manner consistent with their confidence expectations (Flavian and Guinaliu, 2006,p:604).

2.1.3 Advertising Message Characteristics:

Advertising is considered to be a very important component of marketing communication mix, with its ability to reach a wide audience in an effective manner, create brand awareness and, depending on its purpose, incite reaction or action from customers (Belch, 2004). Richard and Curran (2002) defined advertising as “a paid, mediated form of communication from an identifiable source, designed to persuade the receiver to take some action, now or in the future” (p: 74).

Social networking sites are changing advertising profoundly, not just by cutting into the traditional media budgets but also by revolutionizing the way advertisers reach consumers. Facebook CEO Mark Zuckerberg recently introduced what he called a "social ad", designed to "help advertisers create some of the best ad campaigns they have ever built". These social ads let Facebook users share their interactions with different brands throughout their peer network through news feeds and a program called “Beacon” (Klaassen, 2007). Various advertisers, including Blockbuster, already have entered into partnerships with Facebook to create social ads that allow users to display the items they rent or buy, thereby implicitly or explicitly recommending the same to their friends. Facebook also lets local and national businesses and organizations, such as restaurants, bars, cafes, sports teams, artists, churches, health and fitness centers, and even politicians, create pages with which users can interact by adding them to their profile. They can also choose to share this information with friends in their network through news feeds.

The format of the ads simply refers to the manner in which it appears. There are number of online advertising format exist, some are reviewed below (Turban, 2009):

1- Banners

Banner ads are those rectangular-shaped graphics, usually located at the top or bottom of a web page (Zeff & Aronson, 1997). The size of the banner is usually from 5 to 6.25 inches in length and 0.5 to 1 inch in width. Banners generally appear in a horizontal position; advertisers have also used vertical banners, which appear in the left- or right-hand side of the screen. Vertical banners, however, are more expensive because they take up space where most websites takes position as an index or as a menu.

The major benefit of banner advertising is that by clicking on them; users are transferred to an advertiser’s site, frequently directly to the shopping page of that site. Another advantage of using banners is the ability to customize them for individual surfers or a market segment of surfers. The major disadvantage of banners is their cost. Also their limited amount of information can be placed on the banner.

2- Pop-up advertising

Pop-up advertising appears in a separate window before, after, or during internet surfing or when reading e-mail.

3- Interstitial

Interstitials are usually full-screen ads that run in their entirety between two content pages. An Interstitials may be an initial Web page or a portion of one that is used to capture the user’s attention for a short time, either as a promotion or as a lead-in to the sites homepage or to advertise a product or a service.

4- Sponsorships

A sponsorship in an online context is "an indirect form of persuasion that allows companies to carry out marketing objectives by associating them with key content".

5- Hyperlink

Also sometimes referred to as a "hypertext link," is simply a highlighted word, phrase or, sometimes graphic, that allows users to link to another website by simply clicking on the hyperlink. Hyperlinks are similar to sponsorships in that they generally take up less space than other ad formats, such as banners or pop-ups, and are generally embedded in the content itself.

There are three criteria that advertising campaigns on SNSs need to fulfill in order to be successful (Todi, 2008):

1. It has to be unobtrusive: The inception of the internet saw the first iteration of online advertising in the form of pop-up ads: these open new browsing windows flashing advertisements that would distract users from optimally experiencing the website. The advent of the pop-up blocker, which prevented any pop-up ads from being opened on computers, forced advertisers to re-think about their tactics. Thus, there has been a trend towards online advertising becoming less obtrusive and more integrated with the shape the page. The advent of social networks has seen that internet users are becoming more and more empowered. They have free reign over how they portray themselves online, aided by the structure of the social networks themselves which allow them to capture their individuality online. They do not wish to be bothered by advertising at every possible opportunity, else they will leave.

2. It has to be creative: Advertising on SNSs must avoid traditional forms of online advertising, such as text-based ads and banner ads, so it can reach out to users. Social network website users are increasingly ignoring these forms of advertising as they reiterate similar messages and detract from usage experiences. In order to attract attention, companies need to deliver their message in an imaginative way that has never been done before. They should take advantage of the structure of social networks, such

as applications on Facebook and MySpace, and the easy sharing between parties in order to spread out awareness among users.

3. It has to engage users: SNSs have empowered users and allowed them to be creative. The technology behind the websites has enabled its users to fully display their unique personalities online. Companies can harness this expression of creativity by engaging the users in the advertising process themselves through social networks. This will give users a greater sense of involvement with established brands, eventually identifying themselves with the companies, and Even if the advertisements do not harness user's creativity, but they should encourage user's participation and involvement in order to develop a closer relationship.

2.1.4 Perceived ease of use/ Perceived usefulness

The Technology Acceptance Model (TAM) is based on the Theory of Reasoned Action (TRA) originated by Fishbein's study. According to this Theory, the person's behavior is determined by his/her intention to perform the behavior and that this intention is, in turn, a function of his/her attitude toward the behavior and his/her subjective norm. The best predictor of behavior is intention, Intention is the cognitive representation of a person's readiness to perform a given behavior, and it is considered to be the immediate antecedent of behavior. This intention is determined by three factors: their attitude toward the specific behavior, their subjective norms and their perceived behavioral control. The theory of planned behavior holds that only specific attitudes toward the behavior in question can be expected to predict it. In addition to measuring attitudes toward the behavior, we also need to measure people's subjective norms their beliefs about how people they care about will view the behavior in question. To predict someone's intentions, knowing his beliefs can be as important as knowing the person's attitudes. Finally, perceived behavioral control influences

intentions. Perceived behavioral control refers to people's perceptions of their ability to perform a given behavior. These predictors lead to intention.

The goal of TAM was to provide an explanation of the determination computer acceptance that is generally capable of explaining user behavior across a broad range of end-user computing technologies and user populations.TAM postulate that the two variables, Perceived ease of use (PEOU) and perceived usefulness (PU) are important variables that determine the user attitude toward his or her intention to use information systems (Yusoff et.al, 2009). The TAM which is developed by Davis is shown in figure 1.

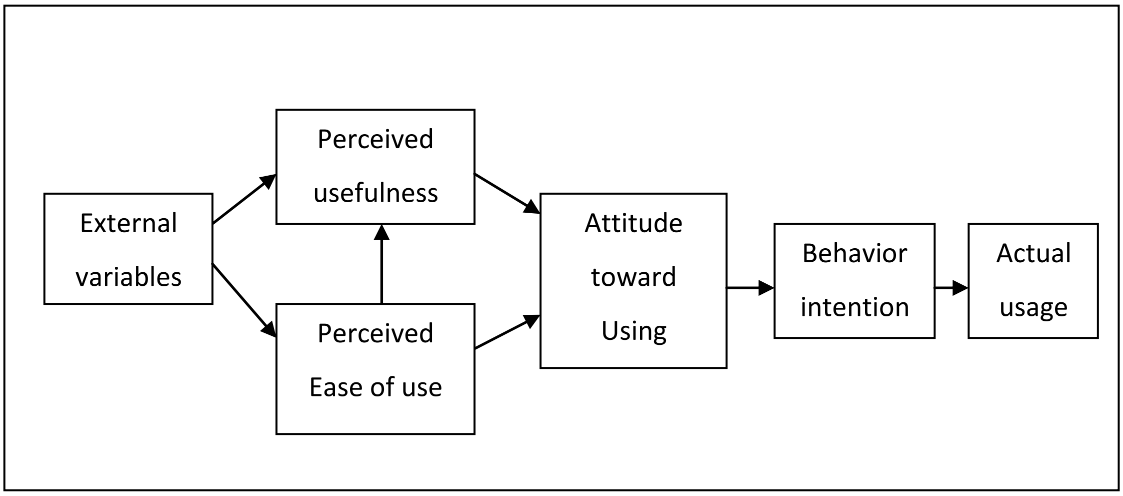


Figure 1. Technological Acceptance Model (TAM)

The Perceived ease of use and perceived usefulness defined as “the extent to which the user believe that using the website would increase his/her work performance” (Lin and Lu, 2000 p: 3). Davis defined “perceived ease of use has to do with the extent to which a person believes that using a technology will be free of effort”. And “perceived usefulness as the extent to which a person believes that using a technology will enhance his/her productivity or job performance.

Perceived usefulness is considered important in determining an individual's acceptance and usage of information technology in the contexts of word-processing,

software spreadsheet software and different decision support and enterprise software. Perceived ease of use has been used to accurately predict the behavioral intention to use such applications as office automation microcomputer usage and a merchant smart card payment system (Sledgianowsk, 2009)

2.1.5 Personality

Interest in the relationship of personality variables and consumer behavior has existed since the importance of marketing was first recognized. Personality can be defined “as those inner psychological characteristics that both determine and reflect how a person responds to his or her environment” (Schiffman and Kanuk, 2007, p: 116)

Two personality variables that have been used in the context of theoretical frameworks and that seem to offer a great deal for understanding consumer behavior, these personality variables are need to belong and need for cognition.

2.1.5.1 Need to Belong

Abraham Maslow suggested that the need to belong was a major source of human motivation, He thought that it was one of five basic needs, along with physiological, safety, self-esteem and self-actualization.

These needs are arranged on a hierarchy and must be satisfied. If physiological and safety needs meet, an individual can then work on meeting the need to belong and be loved. But if the first two needs are not met, then an individual cannot completely love someone else. Figure 2 below shows Maslow Hierarchy of need.

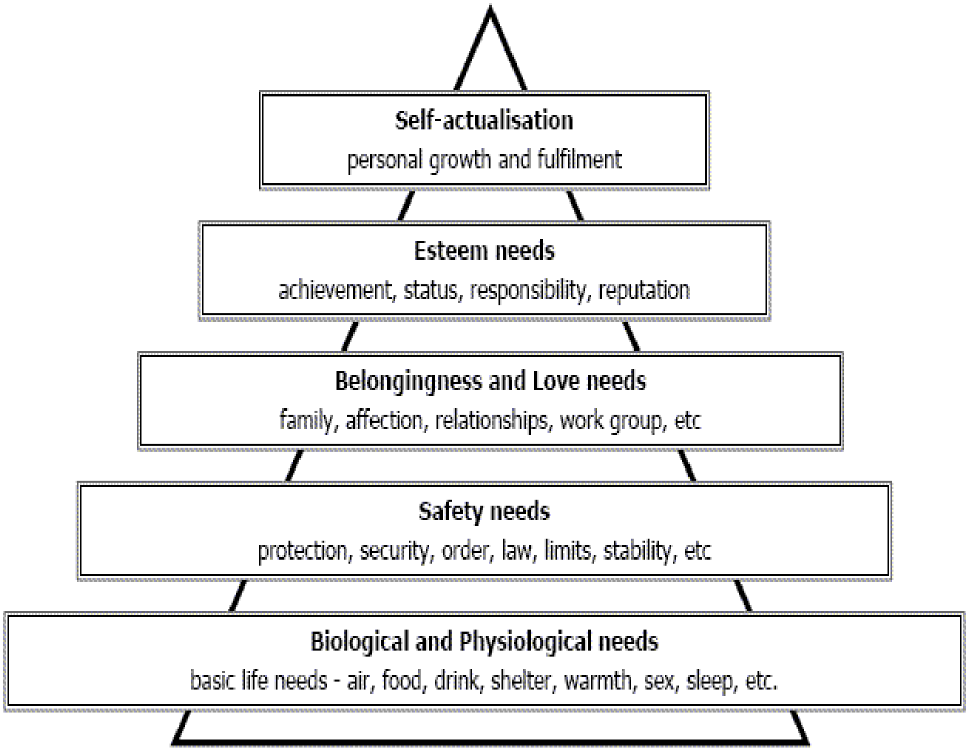


Figure 2. Maslow Hierarchy of Need

Fiske (2004) Defined Belongingness is the human need to be an accepted member of a group. Whether it is family, friends, co-workers, or a sports team, humans have an inherent desire to belong and be an important part of something greater than themselves.

People need to feel like they have a place where they belong, where they feel that are important, where people care about us; this need is referred to as the need to belong. This need to belong among human beings is a "fundamental human motivation that all human beings possess to form and maintain at least a minimum quantity of lasting, positive and significant interpersonal relationships" (Baumeister and Leary 1995, p: 497).

People use SNSs to connect to the others, in order to satisfy their desire and to feel acceptable and need to belong, by using services provided by the sites which enable

conversations and information gathering, along with the possibility of gaining social approval, expressing opinions, and influencing others. Therefore, people attitudes and behaviors with regard to SNSs may stem from their need to belong (Gangadharbatla, 2007).

2.1.5.2 Need for Cognition (NFC)

People exhibit varying levels of NFC characteristic, which can predict how people deal with tasks and social information (Cacioppo and Petty 1984; Cohen 1957). NFC refers to an "individual tendency to engage in and enjoy effortful cognitive endeavors" (Cacioppo, 2004 p: 1). Cohen (1955) described NFC as "a need to structure relevant situations in meaningful, integrated ways" (p: 291).

NFC can be thought of as one's attitude toward the level of motivation regarding thinking rather than one's ability to think or one's success in intellectual endeavors (Cacioppo et al., 1996; Henning & Vorderer, 2001). High NFC has been empirically related to performance on verbal intelligence tests, standardized tests (Cacioppo & Petty, 1984),

2.1.6 Trust

Trust can lead to the commitment to a relationship that results from an exchange between partners exerting all their efforts to preserve an important relationship (Morgan & Hunt, 1994). Trust is defined as "the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control the ot

her party" (Mayer et al, 1995, p. 712). The trust in a site arises through the belief that there are safety mechanisms built into it. Greater trust in a site has been found to have a direct effect on greater intent to use that site (Gefen et.al, 2006). Trust, as it

pertains to acceptance of sites, has primarily been studied in the context of either interpersonal trust or institutional trust; Interpersonal trust is trust between people. Virtual communities have been studied in this context and it was found that interpersonal trust has significantly influenced members' intention to exchange information (Ridings, et al., 2004), while Institutional one, is “the member's perception that effective mechanisms are in place to assure that the SNSs service will behave consistent with the member's favorable expectations (Gefen, et al., 2006), communities in this case are similar to SNSs in that they both consist of groups of people with common interests who regularly exchange information in an organized way over the Internet through a public forum, the main difference between the two is that in virtual communities, the members typically do not know each other, while SNSs members typically know each other (Boyd and Ellison, 2007). Since SNSs services provide a permission facility where its members can allow or prevent other members from viewing their site, we can assume that there is an inherent interpersonal trust between members that they will refrain from behaving opportunistically losing the advantage of took for granted.

Trust is a critical aspect of SNSs services because of the potentially harmful opportunistic behaviors that have beleaguered the confidence in these services, such as the unauthorized tracking of members' activities at other websites , the practice of posting names of potential new friends onto a member's personal web page, and allowing members to anonymously search members' profiles.

2.1.7 Satisfaction

Given the changing dynamics of the global marketplace and the increasingly intense competition, delivering world-class customer online experience becomes a differentiating strategy. Satisfaction is one of the most important consumer reactions in

the business to consumer online environment. Maintaining customer satisfaction in the online shopping experience is as important as the high level of satisfaction associated with several key outcomes (e.g, repeat purchase, positive word-of-mouth) (Turban, et.al., 2009). Satisfaction, according to Oliver (1997) is the "consumer's fulfillment response." (p. 13). According to Anderson and Srinivasan's (2003) E-satisfaction can be defined as the contentment of a consumer with respect to his or her prior purchasing experiences with a given retail-oriented website.

Researchers have proposed several models to explain the formation of satisfaction with online shopping for example, Cheung and Lee (2005) proposed framework for consumer satisfaction with internet shopping by correlating the end-user satisfaction perspective with the service quality viewpoint. The framework shown in figure 3.

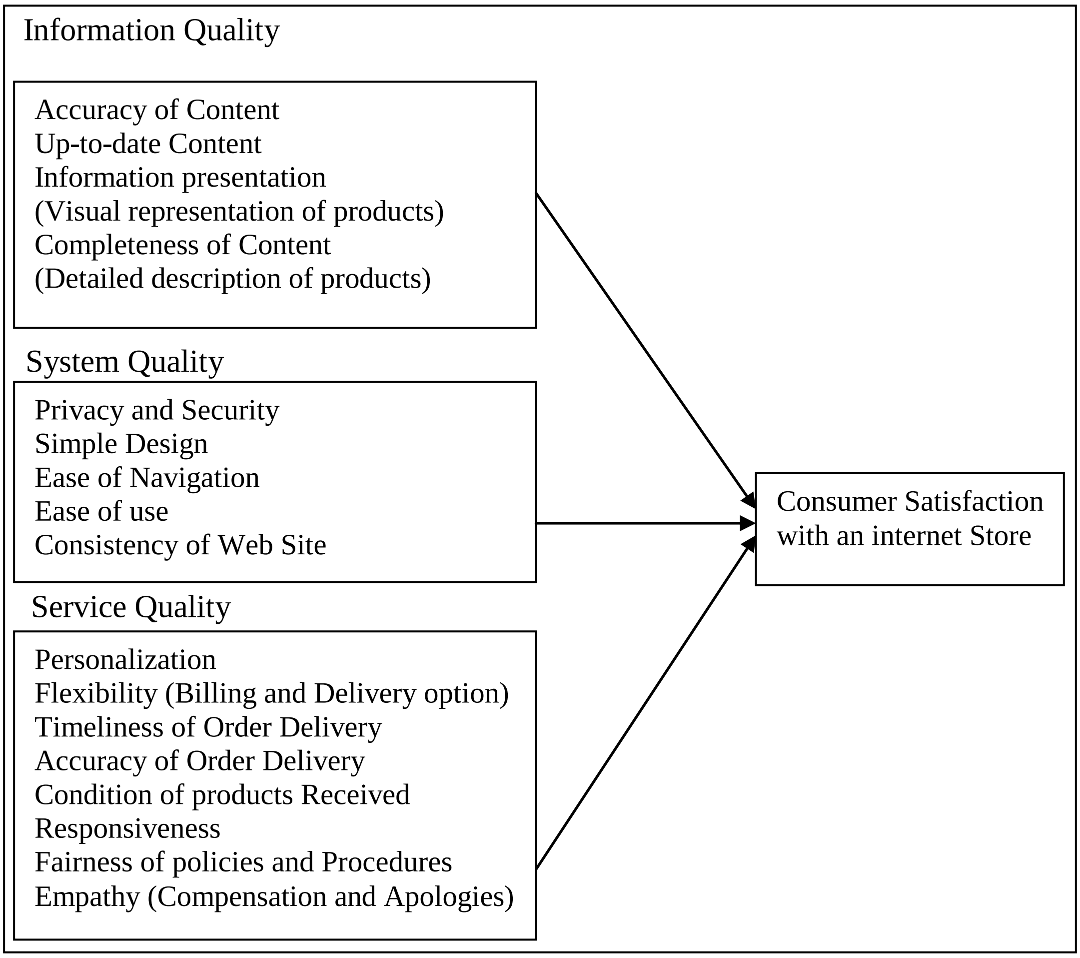


Figure 3. Research Framework for Consumer Satisfaction with Internal Shopping

The ability to predict consumer satisfaction can be useful in designing web sites as well as advertising and marketing strategies. However, web site designer should also pay attention to the nature of web site features. Different features have different impacts on customer satisfaction. If certain web site features, such as reliability of content, loading speed, and usefulness, fails to perform properly, customer satisfaction will drop dramatically. In contrast, if features such as those that make the usage enjoyable, entertaining and fun perform well, they will surprise customers and result in a radical jump in customer satisfaction (Turban, et.al, 2009).

2.1.8 Consumer buying behaviour

Understanding the mechanisms of virtual shopping and the behavior of the online consumer is a priority issue for practitioners competing in the fast expanding virtual marketplace. This topic is also increasingly drawing the attention of researchers. More than 20 per cent of Internet users in several countries already buy products and services online (Taylor Nelson Sofres, 2002). These developments are gradually transforming e-commerce into a mainstream business activity while at the same time online consumers are maturing and virtual vendors realize the importance and urgency for a professional and customer-oriented approach. Yet the Internet meltdown at the end of the 1990s and plenty of more recent anecdotal and empirical evidence indicate that many online firms still do not completely understand the needs and behavior of the online consumer (Lee, 2002).As in the case of traditional marketing in the past, most of the recent research and debate is focused on the identification and analysis of factors that one way or another can influence or even shape the online consumer's behavior; a good deal of research effort is focused on modeling the online buying and decision-making process (Miles et al., 2000; Liu and Arnett, 2000; Cockburn and McKenzie, 2001; Liao and Cheung, 2001; McKnight et al., 2002; Joines et al., 2003; O'Cass and Fenech, 2003).

While many researchers do not see any fundamental differences between the traditional and online buying behavior, it is often argued that a new step has been added to the online buying process: the step of building trust or confidence (Lee, 2002; Liebermann and Stashevsky, 2002;McKnight et al., 2002; Suh and Han, 2002; Liang and Lai, 2002). Figure 4 show Factors influencing the online consumer's behavior.

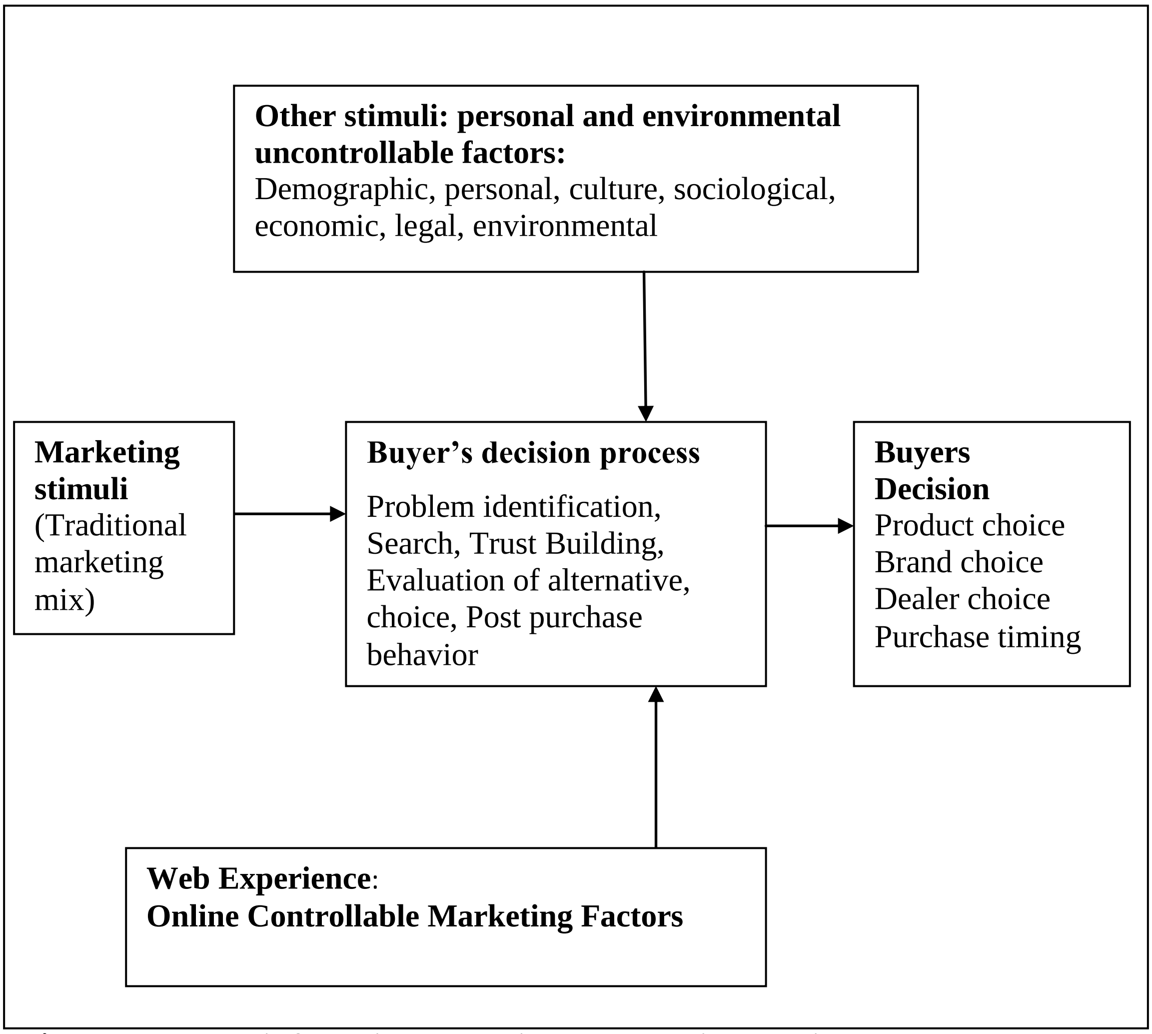


Figure 4. Factors influencing the online consumer's behavior

An important contribution in classifying the increasingly growing number of research papers on the subject of the virtual customer's behavior is the study of Cheung et al. (2003). The findings of their comprehensive literature review are summarized in a model depicting the main categories of factors affecting the online consumer. The study

identifies two groups of uncontrollable factors – consumer characteristics and environmental influences – as well as three groups of controllable ones:

(1) Product/service characteristics.

(2) Medium characteristics.

(3) Merchant/intermediary characteristics.

This classification underlines the fact that most researchers endorse the suggestion that – like in traditional markets – the interaction of controllable and uncontrollable factors underpins also the online decision-making process (O'Cassand Fenech, 2003).

2.2 Previous Researches and Studies

2.2.1 Privacy/ Security

Smith, et al. (1996) found that personal privacy concerns can be divided into four categories: data collection, errors, unauthorized secondary use and improper access. When making purchases online, consumers must provide private information to complete their transactions, deterring many consumers from purchasing online owing to privacy concerns.

Udo (2001) uses data from 158 participants reach a conclusion that the following major concerns (in the descending of importance) exist: privacy, security and threats, impersonation and forged identity, children protection, e-mail safety, and censorship. The results also show that privacy and security concerns are the main impediment of shopping on the Internet. Ranganathan and Ganapathy (2002) also identified privacy and security as a key dimensions in designing B2C websites.

Joinson, et al. (2005) in their study about privacy, trust and self-disclosure online found that trust and perceived privacy had a strong affect on individuals' willingness to disclose personal information to a web site. They also indicate that individuals' trust in the privacy threat – it is, the likelihood that a privacy breach will occur – influences

their information revelation decisions. In other words, if the individual does not think his information will be used for potentially harmful purposes, he is more likely to disclose personal information online.

In a sample of 414 college students, Seock and Chen-Yu (2007) compare the website evaluation criteria with different shopping orientations and internet channel usage, five websites evaluation criteria were identified (product information, customer serves, privacy/security, navigation, auditory experience/comparison shopping) the category of privacy/security had the highest mean score for all three orientation groups (hesitant in-home shoppers, practical shoppers, and involved shoppers).

There are gender differences also with general privacy concerns and identity information disclosure concern. In a sample of 205 college students; Women had greater privacy concern than men on social networking sites (Fogel and Nehmad, 2009).

2.2.2 Advertising Message Characteristic

Manchand, et al. (2006) in his research focuses on how banner advertising affects purchasing patterns on the Internet. The results show that the number of exposures, number of Web sites, and number of pages all have a positive effect on repeated purchase probabilities, whereas the number of unique creative has a negative effect. The findings also show that advertising affects the purchase behavior of current (versus new) customers.

Kelly (2008) in his study to explores teenagers’ perceptions towards advertising in the online social networking environment found that teenagers have very high levels of advertising avoidances and are skeptical towards advertising on their online social networking sites, teenagers have an inherent distrust of commercial messages in the

online social networking environment, and also found that if the site is classified as private, then the information disclosed on this site is not accessible to everyone.

2.2.3 Perceived ease of use/ Perceived usefulness

Davis, et.al (1989) in his study to predict people's computer acceptance from a measure of their intention, and the ability to explain their intention in term of their attitude, subjective norms, perceived usefulness, and perceived ease of use. The result show that perceived usefulness strongly influenced people intention and perceived ease of use had a small but significant effect on intention as well.

Lin and Lu (2000) in their paper addresses why users accept or reject a website and how users acceptance is affected by features (i.e. information quality of a website, response time and system accessibility) provided by a website. The result showed that the perceived usefulness and perceived ease of use fully mediate the usage behavior even in internet environment.

Yusoff, et.al (2009) in his study examined the usage of e-library among students in a public university in Malaysia using the Technology Acceptance Model. The results show that individual differences (computer self-efficacy and knowledge of search domain) had a significant positive relationship with perceived ease of use. Perceived ease of use showed significant relationship with perceived usefulness but none significant with the actual usage of the e-library. For perceived usefulness, it showed a significant relationship with the actual usage of the e-library.

Huang, et al (2009) found that perceived usefulness positively affects the attitude towards instructional video advertising, and that perceived usefulness positively affects the intention to purchase.

2.2.4 Need to Belong

Ridings and Gefen (2004) indicate that people join and partake in social networking sites for variety of reasons, such as feelings of affiliation and belonging, need for information, goal achievement, self-identity, values, and notions of accepted behavior.

Gangadharbartla (2007) in his study investigated the influence of college student's level of internet self-efficacy, need to belong, need for cognition, and collective self-esteem on their attitude toward SNSs. The results show that internet self-efficacy, need to belong, and collective self-esteem all have positive effects on attitude toward SNSs. Furthermore, attitude toward SNS meditates the relationship between willingness to join SNS, internet self-efficacy, need to belong, and the mediation is only partial between willingness to join and collective self-esteem.

2.2.5 Need for Cognition (NFC)

Cohen's (1957) research on NC, showed that participants with a higher need for cognition were also motivated to think more about communication issues and messages so than those low in need for cognition.

Zhang (1996) notes that humorous ads appear to be more effective in generating favorable attitudes and purchase intentions among people whose NFC is low rather than high. Haugtvedt, Petty, and Cacioppo (1992) also find that message-relevant thoughts have a greater influence on high NFC people's attitudes in response to persuasive communication than do peripheral cues in the message.

Zhang and Buda (1999) conducted experimental study to investigate the moderating effect of consumer individual differences in need for cognition (NFC) and source credibility on the processing of framed advertising messages. The authors used three dependent variables: product attractiveness, willingness to purchase, and perceived performance. Results indicate that NFC influenced the strength of framed messages and

source credibility effects in consumer responses to advertising messages. Specifically, that the message framing effect was more salient for low- NFC subjects than high-NFC subjects. Further, low- NFC subjects were more influenced by the negatively framed messages than by the positive ones. Although the hypothesized source credibility main effect did not materialize, low- NFC subjects responded less favorably to messages presented by non-expert sources.

Gangadharbartla (2008) explains that people who process information about user-generated content on sites like social networking websites are likely to form an attitude by cognition. In contrast people who are more attracted to the physical design of the site are more likely to form their attitudes about a social networking website by linking it with peripheral cues.

2.2.6 Trust

In a sample of 52 individuals, trust was one of the three major skills reported by individuals who had a long-distance relationship. Reasons included that trust was essential for relationship development; trust taught them more about themselves, and by learning how to trust these individuals who felt more self-confident (Mietzner and Lin, 2005).

Dwyer, et al. (2007) in their study on popular social networking sites, Facebook and MySpace, found that Facebook members expressed significantly greater trust in both Facebook and its members, and were more willing to share identifying information. And the results suggest that in online interaction, trust is not as necessary as in making new relationships as it is in face to face encounters. They also show that in an online site, the existence of trust and the willingness to share information do not automatically translate into new social interaction.

Martin and Camarero (2008) suggest a model that reflects the role played by the Web site characteristics and the previous level of satisfaction as determinant factors of trust in the Web site and found that satisfaction with previous purchases, the Web site security and privacy policies, and service quality are the main determinants of trust. Also, the motives and inhibitors the individuals perceive when buying online determine the type of signals they consider to trust.

2.2.7 Satisfaction

There has been much research concerning customer satisfaction in E-Commerce, One of the first models of customer satisfaction in E-Commerce was presented by Szymanski & Hise (2000). They identified the shopping convenience, the product offerings and the product information, the site design and the financial security as the central antecedents of customer satisfaction in E-Commerce.

Based on their results Ahlert et al., (2002) composed anther model. The model emphasized that the assurance and the security, the customer orientation and the multi channel possibility are the main antecedents of customer satisfaction in ecommerce.

Wolfinbarger & Gilly (2003) focus on the perceived quality of the online shop. Altogether they identify four central antecedents: the fulfillment and reliability of the provider, the website design, the customer services the security and Privacy of the online shop. The results show that the correct and accurate delivery of the product has an important influence on customer satisfaction in E-Commerce

2.2.8 Consumer buying behaviour

Lee (2002) in his research studied the behavioral factors of Internet users when making an on-line purchase. The research shows that demographic and most psychological factors, as well as web-savvy features of a virtual storefront appear non influential in determining the probability of an Internet user making a purchase. The

research also found that e-commerce businesses should focus on employing logo assurance services, state-of-the-art security technology, provide an online customer service center, establish warranties for products and services sold, maintain credit card payment facilities, and lastly, establish a policy for conflect resolution in the event of inaccurate billings.

A study published in NetProfit Magazine Staff suggested 10 elements for e-commerce sites inorder to be successful. The elements are: secure online transactions, use of shopping-cart, having search engine, clear navigation of site, aesthetic design/interface, good product descriptions, competitive prices, speed of delivery, trust, and repeat customers.

Park and Kim (2003) Identifyed key factors affecting consumer purchase behaviour in an online shopping context. The Results show that information quality, user's interface quality, and security perceptions affect information satisfaction and relational benefit that, in turn, are significantly related to each consumer's site commitment and actual purchase behavior.

Chapter Three

Methodology

3.1 Introduction:

This chapter will try to explain the methodology which was used to investigate the research objective which is "what is the impact of social networking site advertising message on student's buying behaviour". Students in University of Jordan, Yarmouk University, and Jordan University of Science and Technology were selected to represent the research field of this study.

3.2 Research theoretical framework:

Based on the literature review of this research and the aforementioned study objectives, the theoretical research model has been developed.

Figure 5 displays the theoretical proposed relations between the study variables:

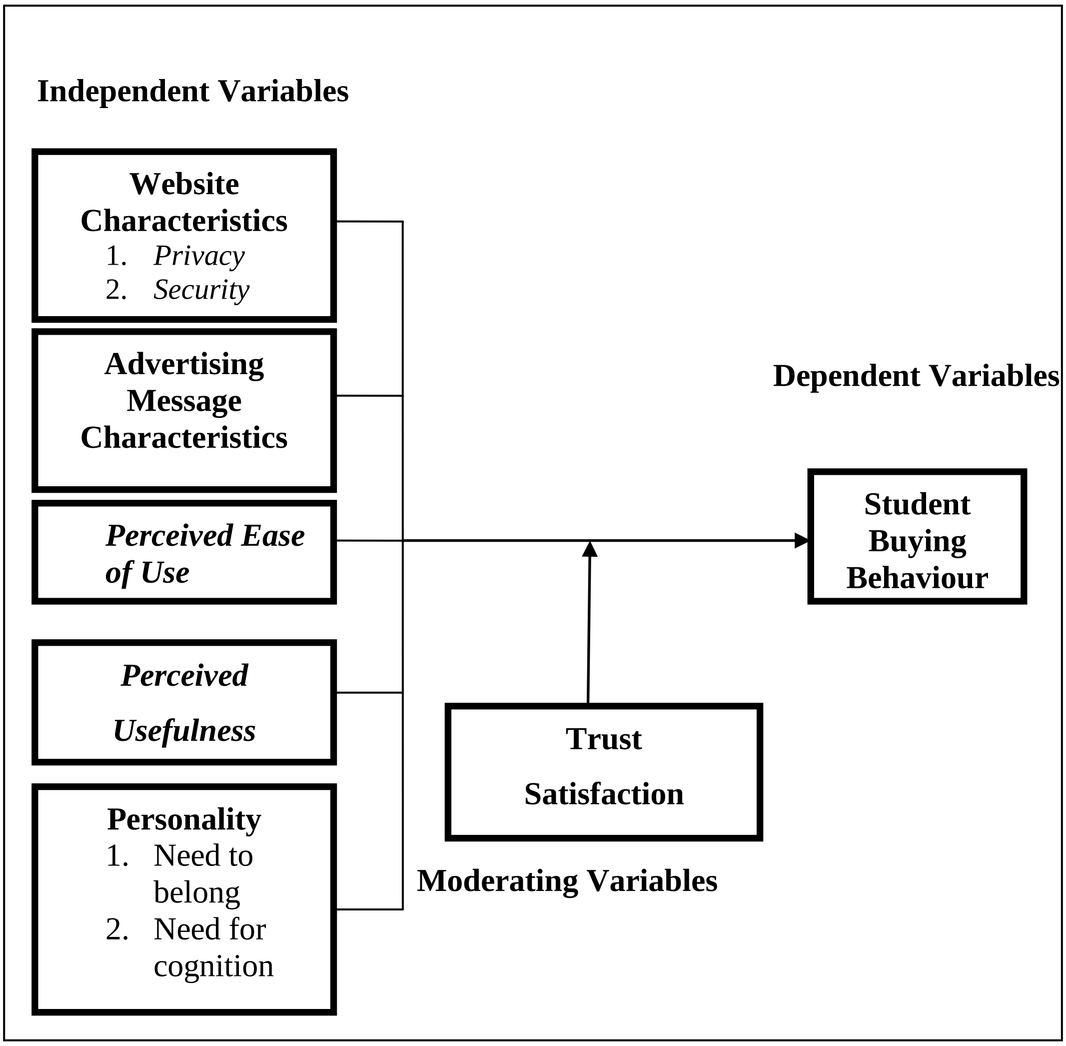


Figure 5: Research Theoretical Framework

3.3 Operational definitions:

The following operational definitions have been developed based on the literature review. The table 2 below also clarifies the sources of the items used in the questionnaire from the literature:

I. Independent Variables

1. *Privacy*

The state or condition of being alone, undisturbed, or free from public attention, as a matter of choice or right; freedom from interference or intrusion (Edward, 1996). As shown in table 2, six items were used to operationalise this construct.

2. Security

"Security refers to the technical guarantees that ensure that the legal requirements and good practices with regard to privacy will be effectively met" (Flavain&Guinalium, 2006, p.604). As shown in table 2, five items were used to operationalise this construct.

3. Advertising message characteristics

"The message is the meaning content or subject-matter, that is, the encoded idea or content the communicator wishes to convey" (Cleray, 2004, p: 5). As shown in table 2, six items were used to operationalise this construct.

4. Perceived ease of use

The degree to which person believes that using a particular system would be free of effort (Davis, 1989). As shown in table 2, five items were used to operationalise this construct.

5. Perceived usefulness

The degree to which person believes that using a particular system would enhance his or her job performance (e.g. usefulness, Accuracy, Simple, Easy to understand) (Davis, 1989). As shown in table 2, four items were used to operationalise this construct.

6. The need to belong

Fundamental human motivation that is something all human beings possess to form and maintain at least a minimum quantity of lasting, positive, and significant interpersonal relationships (Baumeister and Leary, 1995). As shown in table 2, five items were used to operationalise this construct.

7. Need for cognition

Refers to an individual's tendency to engage in and enjoy effortful cognitive endeavors (Cacioppo et al., 1984). As shown in table 2, five items were used to operationalise this construct.

II. Moderating Variables

1. Trust

Trust is defined as "the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular important action to the trustor, irrespective of the ability to monitor or control that other party" (Mayer et al., 1995). As shown in table 2, six items were used to operationalise this construct.

2. Satisfaction

Individual's perception of the performance of the product or service in relation to his or her expectations (Schiffman and Kanuk, 2009). As shown in table 2, five items were used to operationalise this construct.

III. Dependent Variable

Consumer buying behaviour

Is defined as "the behaviour that consumer display in searching for, purchasing, using, evaluating, and disposing of products and services that they expect will satisfy their need. Focuses on how individuals make decisions to spend their available resources (time, money, effort) on consumption-related items. That includes what they buy, why they buy it, when they buy it, why they buy it , where

they buy it , how often they buy it , how often they use it , how they evaluate it after the purchase , the impact of such evaluations on future purchases , and how they dispose of it” (Schiffman and Kanuk, 2009, p:4-5). As shown in table 2, five items were used to operationalise this construct.

Table 2: Scales of Measuring the Study Items

Code	Construct	Source(s)
PRIV	**Privacy**	Flavian & Guinaliu (2006) And Janda et al.(2002) And O’Cass &French (2003) And Buchanan et al. (2007)
PRIV1	I think that social networking sites show concern for the privacy of its users	
PRIV2	I feel safe when I send personal information to social networking sites	
PRIV3	I think that social networking sites only collects user personal data that are necessary for its activity	
PRIV4	I am confident that I know all the parties who collect the information I provide during the use of social networking sites	
PRIV5	I believe that there is an effective mechanism to address any violation of the information I provide to social networking sites	
PRIV6	I am aware of the exact nature of information that will be collected during the use of social networking sites	
SEC	**Security**	Yenisey et al.(2005) And Ranganathan & Gahapathy (2002) And Flavian & Guinaliu (2006)
SEC1	I am confident that the private information I provide with social networking sites will be secured	
SEC2	I think that social networking sites show great concern for the security of any transactions	
SEC3	I think that social networking sites have sufficient technical capacity to ensure that no other organization will supplant its identity on the internet	
SEC4	When I send data to social networking sites, I am sure that they will not be intercepted by unauthorized third parties (e.g. marketing, HR, or government agencies)	
SEC5	I think social networking sites has sufficient technical capacity to ensure that the data I send will not be intercepted by hackers	
ADS	**Advertising Message Characteristic**	Kelly (2008)
ADS1	Advertising message on social networking sites is entertaining and enjoyable	
ADS2	Advertising message on social networking sites is creative and innovative	
ADS3	Advertising message on social networking sites give information to users	
ADS4	Advertising message on social networking sites supports interaction and development of friendship	
ADS5	Advertising message on social networking sites interesting is and provides new experience to me	
ADS6	Advertising message on social networking sites promotes desirable value in our society	
PEOU	**Perceived Ease of Use**	

PEOU1	My interaction with the social networking sites is clear and understandable	Kwon & Wen (2010) And Thong et al. (2002)
PEOU2	Learning how to use social networking sites is easy for me	
PEOU3	The process of using the social networking sites is easy for me	
PEOU4	I find that social networking sites are easy to use	
PEOU5	social networking sites is meaningful	
PU	**Perceived Usefulness**	Kwon & Wen (2010) And Thong et al. (2002)
PU1	Using social networking sites enables me acquire more information or meet more people	
PU2	Using social networking sites improve my efficiency in sharing information and connecting with others	
PU3	The social networking sites are useful services for communication	
PU4	The social networking sites are useful services for interaction of members	
NTB	**Need to Belong**	Leary et al. (2005)
NTB1	I want other people to accept me	
NTB2	I do not like being alone	
NTB3	I try hard to stay in touch with my friends	
NTB4	if other people don't seem to accept me, I don't let it bother me	
NTB5	I need to feel that there are people I can turn to in times of need	
NC	**Need for Cognition**	Cacippo et al. (1982)
NFC1	I prefer complex to simple problems	
NFC2	I like to have the responsibility of handling a situation that required a lot of thinking	
NFC3	Learning new ways to think doesn't excite me very much	
NFC4	I like tasks that require little thought once I have learned them	
NFC5	I think that the information offered by my social networking site is sincere and honest	
T	**Trust**	Dwyer et al. (2007) And Fogel&Nehmad (2009)
T1	I trust that my social networking site will not use my personal information for any other purpose	
T2	My social networking site is characterized by the frankness and clarity of the services that it offers to the consumer	
T3	I think that the design and the commercial offer of social networking site take into account the desires and needs of its users	
T4	I think that social networking site knows its users well enough to offer them products and services adapted to their needs	
T5	I think that social networking site has sufficient experience in the marketing of the products and the services it offers	
Sat	**Satisfaction**	Cronin et al. (2000)
Sat1	Social networking site relatively meets my expectations	
Sat2	I am Satisfied with services offered by social networking site	
Sat3	social networking site create long term relationship	

	with the customer	
Sat4	I think that I made the right decision by using social networking site	
Sat5	My feeling while using social networking site was good	
CBD	**Consumer Buying behavior**	
CBD1	Social networking sites gives me a sufficient information about product that requires a great level of research,(like cars, phone, cameras…etc)	Srinivasan & Ratchford
CBD2	Purchasing online through social networking sites is definitely worth the money	(1991)
CBD3	My attitude about purchasing through social networking sites is favorable	And
CBD4	I am certain whether the product purchased through social networking sites will perform the functions That were described in the Website	Urbany et al.
CBD5	The prices of products in social networking sites are very acceptable	(1989)

Source: Adapted from the sources stated in the table

3.4 Hypotheses

Based on the previous model used, a number of hypotheses were formulated to investigate the research problem and to fulfill its goal. Three main null- hypotheses were tested in this research. The hypotheses are as listed below.

- **First main hypotheses:**

$H_{0.1}$: The SNSs advertising message does not have a positive significant effect on student's buying behaviour.

1. $H_{0.1.1}$: Website characteristics don't have a positive significant effect on student's buying behaviour.

– *$H_{0.1.1.a}$: privacy does not have a positive significant effect on student's buying decision.*

– *$H_{0.1.1.b}$: security does not have a positive significant effect on student's buying behaviour.*

2. $H_{0.1.2}$: Advertising message characteristics do not have a positive significant effect on student's buying behaviour.

3. $H_{0.1.3:}$ perceived ease of use does not have a positive significant effect on student's buying behaviour.

4. $H_{0.1.4:}$ perceived usefulness does not have a positive significant effect on student's buying behaviour.

5. $H_{0.1.5:}$ Personality does not have a positive significant effect on student's buying behaviour.

- *$H_{0.1.5.a}$: Need to belong personality does not have a positive significant effect on student's buying behaviour.*
- *$H_{0.1.5.b:}$ Need for cognition Personality does not have a positive significant effect on student's buying behaviour.*

- **Second main hypotheses:**

$H_{0.2:}$ The SNSs advertising message do not have a positive significant effect on student's buying behaviour which can be attributed to trust.

1. $H_{0.2.1.:}$ Website characteristics do not have a positive significant effect on student's buying behaviour which can be attributed to trust.

- *$H_{0.2.1.a:}$ privacy does not have a positive significant effect on student's buying behaviour which can be attributed to trust.*
- *$H_{0.2.1.b:}$ security does not have a positive significant effect on student's buying behaviour which can be attributed to trust.*

2. $H_{0.2.2:}$ Advertising message characteristics does not have a positive significant effect on student's buying behaviour which can be attributed to trust.

3. $H_{0.2.3:}$ perceived ease of use does not have a positive significant effect on student's buying behaviour which can be attributed to trust.

4. $H_{0.2.4:}$ perceived usefulness does not have a positive significant effect on student's buying behaviour which can be attributed to trust.

5. $H_{0.2.5:}$ Personality does not have a positive significant effect on student's buying behaviour which can be attributed to trust.

- *$H_{0.2.5.a:}$ Need to belong Personality does not have a positive significant effect on student's buying behaviour satisfaction in social networking Website which can be attributed to trust.*
- *$H_{0.2.5.b:}$ Need for cognition Personality does not have a positive significant effect on student's buying behaviour which can be attributed to trust.*

- **Third main hypotheses:**

$H_{0.3:}$ The SNSs advertising message do not have a positive significant effect on student's buying behaviour which can be attributed to satisfaction.

1. $H_{0.3.1:}$ Website characteristics do not have a positive significant effect on student's buying behaviour which can be attributed to satisfaction.

$H_{0.3.1.a:}$ privacy does not have a positive significant effect on student's buying behaviour which can be attributed to satisfaction.

$H_{0.3.1.b:}$ security does not have a positive significant effect on student's buying behaviour which can be attributed to satisfaction.

2. $H_{0.3.2:}$ Advertising message characteristics does not have a positive significant effect on student's buying behaviour which can be attributed to satisfaction.
3. $H_{0.3.3:}$ perceived ease of use does not have a positive significant effect on student's buying behaviour which can be attributed to satisfaction.
4. $H_{0.3.4:}$ perceived usefulness does not have a positive significant effect on student's buying behaviour which can be attributed to satisfaction.
5. $H_{0.3.5:}$ Personality does not have a positive significant effect on student's buying behavior which can be attributed to satisfaction.

– *$H_{0.3.5.a}$: Need to belong Personality does not have a positive significant effect on student's buying behaviour which can be attributed to satisfaction.*

– *$H_{0.3.5.b}$: Need for cognition Personality does not have a positive significant effect on student's buying behavior which can be attributed to satisfaction.*

3.5 Research type and scale:

The questionnaire uses a five point likert-scale. It consists of 52 questions and the respondents are asked to answer these questions on a scale from one to five, where 1 represents "strongly disagree" and 5 represents "strongly agree". The questionnaire was submitted to the population of the study and gathered by the researcher.

3.6 Research population:

Any research population must be accurately specified in order to collect the required data for the research problem. The population in this research was students who have account on SNSs in the three mentioned Jordanian universities. Table 3 shows the number of students enrolled in the three universities for the year 2009/2010.

Table 3. Students Enrolled in the Three Universities for the Year 2009/2010

No.	University	Number of Students
1	University of Jordan	37,710
2	Yarmouk University	32,871
3	Jordan University of Science and Technology (JUST)	22,205
	Total	**92,786**

Source: www.mohe.gov.jo

3.7 Research sampling:

The type of sample used has been decided to be a quota sampling. The size of the representative sample has been determined for the whole population that consists of

three Universities. The size of the representative sample has been calculated to be 382 students out of 92,786 as shown in table 4.

Table 4. Population and the Sample Size

No.	University	Number of	Sample size
1	University of Jordan	37,710	155
2	Yarmouk University	32,871	135
3	JUST	22,205	92
	Total	**92,786**	**382**

3.8 Data Collection:

3.8.1 Sources of data:

In this research, there two sources of data were adopted:

- First one: primary Data: primary data means the data which is collected from the population for the first time. For research purposes, the researcher will collect the data from students from three Universities in Jordan who are using SNSs by distributing a questionnaire prepared for this purpose (see appendix one).
- Second Source: secondary data: data that have been previously collected for some project other than the one at hand. There are several sources of secondary data, for research purpose, the researcher will use books, publications, census data, data bases, conferences.

3.8.2 Data collection instrument:

A survey-questionnaire approach was used in this research. A questionnaire was personally administered to the student in three universities. This method is chosen because the designed questionnaire could be collected within a short period of time and any doubts that the respondents might have rapidly could be clarified easily on the spot.

The questionnaire was originally designed in English language to satisfy the research language. It was then translated into Arabic to make it easy for students to answer Arabic questions. Back-translation was done through an expert.

3.8.3 Components of the questionnaire:

The questionnaire consisted of two parts. The first one was demographic questions related to the participants such as gender, age, college status, and board field of study. Continuous variables included: The number of years they have been subscribed to SNSs, “on a typical day how many hours a student spends viewing his profile. Categorical variables included questions with response choices of either yes or no on the topic of: Have you ever used SNSs to find out about any information something or a particular product.

The second parts of the questionnaire involved 52-items were submitted to measure the study variables shown in table 5.

Table 5. Components of the Second Part of the Questionnaire

Variable Name	Question Number
Independent Variables	
Privacy	1-6
Security	7-11
Advertising Message Characteristics	12-17
Perceived Ease of Use	18-22
Perceived Usefulness	23-26
Need to Belong	27-31
Need for Cognition	32-35
Mediating Variables	
Trust	36-41
Satisfaction	42-46
Depended Variables	
Student Buying behaviour	47-52

3.9 Response rate:

According to Chisnall 1997, the non-response is a critical limitation of a research, and in order to reduce a non-response rate, the researcher was available at the time of disseminating the questionnaire. Also the researcher conveyed a clear message to every student who is willing to answer the questionnaire. The message was to make sure that every respondent has subscribed to SNSs and also has the desire to respond. The response rate of this study is shown in table 6:

Table 6. Response Rate

University	Number of Distributed Questionnaires	Number of Returned Questionnaires	Response Percent
University of Jordan	155	124	80 %
Yarmouk University	135	80	59.3 %
JUST	92	76	83%
Total	382	280*	73%

*382 – 280 = 102 questionnaire; 21 questionnaires unreturned and 81 questionnaires invalid.

3.10 The statistical analysis tools:

In order to analyse the collected data, the software Statistical Package for Social Science (SPSS) was used. Multiple regressions, in knowing the effect of different independent variables on the dependent variable was conducted. All hypotheses were tested, and Beta coefficient was measured to see which independent variables influence most the dependent variable. The output of the regression analysis consists of three parts:

- Model summary: values of multiple correlation (R), squared multiple correlation (R squared), adjusted R squared, and standard error of the estimate.
- ANOVA: F-test as an indicator for the linear relationship and the significance value.

- Coefficients: unstandarized coefficients (B), standardized coefficients (ß), t - values, and significance values.

3.11 Validity and reliability:

3.10.1 Validity:

The survey instrument was evaluated for validity. The items used in the questionnaire have been assessed and tested by a panel of five arbitrators who are experts in the field, they were selected from different Jordanian Universities whose knowledge and experiences were sufficient in this scope, thus their remarks and directions were taken into consideration.

3.10.2 Reliability:

To provide evidence that the instrument produced the data for which it was designed, reliability test was conducted. The value of Cronbach's alpha produced, was α = 0.92 for all questionnaire statements. The reliability value gained for all variables was greater than 0.70 indicating an acceptance of research testing, the reliability in the 70% range was acceptable and those who were over 80% were good (Sekaran, 2003). Table 7 shows the Cronbach's alpha test.

Table 7. Reliability Test

Variables	Cronbach's Alpha
Website Characteristics	0.807
Advertising message characteristics	0.846
Perceived ease of use	0.783
Perceived usefulness	0.756
Personality	0.750
Trust	0.821
Student buying behaviour	0.807
All Variables	0.923

Chapter Four

Data Analysis

4.1 Introduction

The purpose of this chapter is to analyses the information and the data collected from the questionnaire. Out of 382 questionnaires, 280 were used for analysis adopting Statistical Package for Social Sciences (SPSS) software. The results were presented in two phases; the first one presents the descriptive data of study sample and variables to establish a general view about the sample characteristics, (the attitude of sample). The second phase intended to present the results of the testing hypotheses of the study.

4.2 Demographic Information

Demographic items are those that provide information about the students in which the respondents completed the questionnaires. The demographic items that were investigated in this research are: gender, age, collage statues, field of study, number of years having a profile on SNSs, daily hours spent on viewing SNSs, and using SNSs to find a particular product. The table 8 below demonstrates the characteristics of the sample:

Table8. Demographic variables frequency distributions

Demographic Variables	Category	Frequency	percentage
Gender	Male	136	48.6 %
	Female	144	51.4%
Age (years)	18-21	216	77.1%
	22-25	53	18.9%
	26-29	8	2.9%
	over 29	3	1.1%
College Status	Undergraduate	240	85.7 %
	Graduate student	40	14.3%
Field of Study	Scientific	163	58.2 %
	Humanities	117	41.8
Years Having a Profile on SNSs	< one	45	16.1%
	1-3	169	60.4%
	4-6	53	18.9%
	>6	13	4.6%

	< hour	100	35.7%
Daily Hours Spent on Viewing SNSs	1-3	141	50.4%
	4-6	27	9.6%
	7-9	7	2.5%
	>9	5	1.8%
Using SNSs to Find a Particular Product	Yes	147	52.5 %
	No	133	47.5%

4.3 Descriptive analysis:

Five points Likert scale has been coded to put the data into SPSS software. The levels of the scale were given the following rating: (5) strongly agree, (4) agree, (3) neutral, (2) Disagree, (1) strongly disagree. The standard mean of all statements equals (5+4+3+2+1) / 5) = 3. The study considered the value below (3) is disagree and above that agree. The mean and the standard deviation of different responses to the statements were calculated.

Table 9. Privacy Descriptive Analysis

Question	Mean	Std. Dev.	Rank*
1.I think that social networking sites shows concern for the privacy of its users	3.25	1.091	2
2.I feel safe when I send personal information to social networking sites	2.90	1.016	5
3.I think that social networking sites only collects user personal data that are necessary for its activity	3.16	0.833	3
4.I am confident that I know all the parties who collect the information I provide during the use of social networking sites	2.70	0.980	6
5.I believe there is an effective mechanism to address any violation of the information I provide to social	3.07	1.130	4
6.I am aware of the exact nature of information that will be collected during the use of social networking sites	3.63	1.099	1

*Rank according to mean

The results in table 9 show that the students on the average agree positively on questions 1, 3, 5 and 6. But they disagree on questions 2 and 4. The students were

aware of the exact nature of the information that is collected from them during their use of SNSs. In the mean time they feel unsafe when they send information via SNSs.

The result for the security showed in table 10 show low means, the highest mean was 2.97 with a standard deviation of .977 for item 8 indicating that the SNSs users show great concern for the security of any transactions. The minimum mean 2.46 with a standard deviation of 1.169 for item 11 states that SNSs owners have sufficient technical capacity to ensure that the data sent by students will not be intercepted by hackers.

Table10. Security Descriptive Analysis

Question	Mean	Std. Dev.	Rank
7. I am confident that the private information I provide with social networking sites will be secured	2.85	1.100	2
8. I think that social networking sites show great concern for the security of any transactions	2.97	0.977	1
9. I think that social networking sites has sufficient technical capacity to ensure that no other organization will supplant its identity on the internet	2.71	1.022	3
10. When I send data to social networking sites, I am sure that they will not be intercepted by unauthorized third parties (e.g. marketing, HR, or government agencies)	2.62	1.080	4
11. I think that social networking sites has sufficient technical capacity to ensure that the data I send will not be intercepted by hackers	2.46	1.169	5

The results in table 11 show that the opinions toward *advertising message characteristics* were relatively high with a mean of 3.56 and a standard deviation of 1.108 for item 13. While the lowest rank was for item 17 with a mean of 2.68 and 1.306 standard deviation means that the advertising massage on SNSs promotes desirable value in our society.

Table 11. Advertising Message Characteristics **Descriptive Analysis**

Questions	Mean	Std. Dev.	Rank
12. Advertising massage on social networking sites is entertaining and enjoyable	3.33	1.230	4
13. Advertising massage on social networking sites is creative and innovative	3.56	1.108	1
14. Advertising massage on social networking sites give information to users	3.36	1.140	3
15. Advertising massage on social networking sites supports interaction and development of friendship	3.50	1.043	2
16. Advertising massage on social networking sites interesting is and provides new experience to me	3.19	1.054	5
17. Advertising massage on social networking sites promotes desirable value in our society	2.68	1.306	6

Table 12. **Perceived Ease of Use Descriptive Analysis**

Questions	Mean	Std. Dev.	Rank
18. My interaction with the social networking sites is clear and understandable	4.11	0.880	3
19. Learning how to use social networking sites is easy for me	4.30	0.715	1
20. The process of using the social networking sites is easy for me	4.28	0.721	2
21. I find that social networking sites are easy to	4.01	0.728	4
22. Social networking sites are meaningful	3.16	1.009	5

The opinions toward perceived ease of use were very high as shown in table 12, Item 19 occupied the first rank with mean of 4.30 and standard deviation of .715 indicating that learning to use SNSs is easy for all students. While the lowest rank was for item 18 but with a high mean that reached 3.16 and 1.05 standard deviation which means that social networking sites is meaningful to the students.

Table 13. **Perceived Usefulness Descriptive Analysis**

Questions	Mean	Std. Dev.	Rank
23. Using social networking sites enables me acquire more information or meet more people	3.97	0.822	3
24. Using social networking sites improves my efficiency in sharing information and connecting	4.09	0.662	1
25. The social networking sites are useful services for communication	3.92	0.790	4
26. The social networking sites are useful services for interaction of members	4.06	0.663	2

The opinion towards perceived usefulness was very high as shown in table 13. "Using SNSs improve my efficiency in sharing information and connecting with others" ranking first with 4.09 mean and standard deviation of .662. While item 25 was relatively less important with 3.92 mean and 0.790 standard deviation.

Table 14. Need to Belong **Descriptive Analysis**

Questions	Mean	Std. Dev.	Rank
27. I want other people to accept me	3.91	0.905	3
28. I do not like being alone	3.93	0.780	1
29. I try hard to stay in touch with my friends	3.92	0.841	2
30. If other people don't seem to accept me, I don't let it bother me	2.83	1.309	5
31. I need to feel that there are people I can turn to in times of need	3.60	1.216	4

The results in table 14 showed that the opinions toward need to belong items were high with mean of 3.93 and a standard deviation of 0.780 for item 28. While the lowest rank was for item 30 with a mean of 2.83 and.1.309 standard deviation; means that students like other people to accept them in SNSs.

Table 15. Need for Cognition **Descriptive Analysis**

Questions	Mean	Std. Dev.	Rank
32. I prefer complex to simple problems	3.35	1.030	3
33. I like to have the responsibility of handling a situation that required a lot of thinking	3.64	1.064	2
34. Learning new ways to think doesn't excite me very much	2.87	1.350	4
35. I like tasks that requires little thought once I have learned them	3.70	1.043	1

The results in table 15 showed that the opinions towards need to cognition item were relatively high with a mean of 3.70 and a standard deviation of 1.043 for item 35. This result means that the students like tasks that requires little thought, once they have learned them. While the lowest rank was for item 34 with a mean of 2.87 and 1.350 standard deviation; means that learning new ways to think doesn't excite student very much.

Table 16. Trust **Descriptive Analysis**

Questions	Mean	Std. Dev.	Rank
36. I think that the information offered by my social networking site is sincere and honest	2.66	0.980	6
37. I trust that my social networking site will not use my personal information for any other purpose	3.17	0.894	4
38. My social networking site is characterized by the frankness and clarity of the services that it offers to the consumer	3.11	0.921	5
40. I think that the design and commercial offer of social networking site take into account the desires and needs of its users	3.54	0.806	3
41. I think that social networking site knows its users well enough to offer them products and services adapted to their needs	3.58	0.991	2
42. I think that social networking site has sufficient experience in the marketing of the products and services that it offers	3.75	1.051	1

The results in table 16 shows that the opinions toward trust items were high with a mean of 3.75 and a standard deviation of 1.051 for item 42 this means that that social networking site has sufficient experience in the marketing of the products and services that it offers. While the lowest rank was for item 37 with a mean of 2.66 and .980 standard deviation; means that that the information offered by my SNSs isn't sincere and honest.

Table 17. Satisfaction **Descriptive Analysis**

Question	Mean	Std.	Rank
43. Social networking site relatively meets my expectations	3.71	0.911	2
44. I am Satisfied with services offered by social networking site	3.55	1.066	4
45. social networking site create long term relationship with the customer	3.75	1.086	1
46. I think that I made the right decision by using social networking site	3.24	1.005	5
47. My feeling while using social networking site was good	3.68	0.980	3

The results in table 17 shows that the opinions towards satisfaction items were positively high with a mean of 3.75 and a standard deviation of 1.086 for item 45 that is a strong indicator that SNSs create long term relationship with the customer. While the lowest rank went for item 46 with a mean of 3.24 and 1.005 standard deviation; which means that the student made the right decision by using SNSs.

Table 18. **Student buying behaviour Descriptive Analysis**

Question	Mean	Std. Dev.	Rank
48. Social networking sites gives me a sufficient information about product that requires a great level of research,(like cars, phone, cameras…etc)	2.93	1.069	3
49. Purchasing online through social networking sites is definitely worth the money	2.77	1.192	5
50. My attitude about purchasing through social networking sites is favorable	2.90	1.217	4
51. I am certain whether the product purchased through social networking sites will really perform the functions That were described in the Website	3.10	1.191	2
52. The prices of products in social networking sites are very acceptable	3.24	1.005	1

The results in table 18 shows that the opinions toward student buying behavior item were relatively low with a mean of 3.24 and a standard deviation of 1.005 for item 52. This result means that the prices of products in social networking sites are very acceptable. While the lowest rank was for item 49 with a mean of 2.77 and 1.192 standard deviation; means that Purchasing online through SNSs doesn't worth the money.

4.4 Analysis of multicolleniarity

An important part of multiple regression analysis is the analysis of multicollinearity. Multicollinearity refers to a situation in which two or more explanatory variables in a multiple regression model are highly linearly related (Field, 2004). If one independent variable is a perfect linear combination of the other independent variables; that is, if it is regressed on the other independent variables and the resulting R 2 = 1.0, then the matrix of inter correlations among the independent variables is singular and there exists no unique solution for the regression coefficients. If, however, the independent

variables are not perfectly correlated, but only highly correlated, there exists a solution for the regression coefficients but the estimates, while unbiased, are unstable, and their standard errors are typically large. the use of the variance inflation factors (VIF) is the most reliable way to examine multicollinearity. VIF of a variable measures the inflation of the variance of the variable's regression coefficient relative to a regression where all the other variables are independent (Landau and Everitt, 2004).

The basic rules are as follow: if the largest VIF is greater than 10, then there is a cause of concern (Bowerman and O`Connell, 1990) Moreover, if the tolerance is below 0.1, then there is a serious problem (Bowerman and O`Connell, 1990). And finally, if the tolerance is below 0.2, then there is a potential problem (Mernard, 1995).

Reffering to table 19, it was found that the highest correlation was between variables (Website Characteristic and Personality) R = 0.749, and by using VIF (variance inflationary factor) it was found that: VIF = $\frac{1}{1-r2}$

$$= \frac{1}{1-(0.0.749)^2} \quad = \quad 1.00634$$

VIF < 10 there is no multicolleniarity which means, the model used in this research is correct.

Table (19) Correlation Matrix between Variables

		Website Characteristic	**Perceived Ease of Use**	**Perceived Usefulness**	**Advertising Massage Characteristic**	**Personality**
Website Characteristics	Pearson	1	0.545*	.233*	0.355*	0.749*
	Sig. (2-		0.000	0.000	0.000	0.000
	N	280	280	280	280	280
Perceived ease	Pearson	0.545*	1	0.364*	.283*	0.643*

of use	Sig. (2-	.000		0.000	.000	0.000
	N	280	280	280	280	280
Perceived Usefulness	Pearson	0.233*	0.364*	1	-.017	0.220*
	Sig. (2-	0.000	0.000		.776	0.000
	N	280	280	280	280	280
Advertising Massage Characteristic	Pearson	0.355*	0.283*	0-.017	1	0.397*
	Sig. (2-	0.000	0.000	0.776		0.000
	N	280	280	280	280	280
Personality	Pearson	0.749*	0.643*	0.220*	0.397*	1
	Sig. (2-	0.000	0.000	0.000	0.000	
	N	280	280	280	280	280

* Correlation is significant at the 0.01 level (2-tailed).

4.5 Hypothesis testing result:

Hypotheses testing involve testing the null hypotheses (denoted by H0) which are assumed to be true but tested for possible rejection. The probability value obtained from the statistical hypotheses test is considered decision rule for rejecting null hypothesis (Creswell, 2003). If the p-value is less than or equal to a predetermined level of significance (α-level) the null hypothesis will be rejected and the alternative hypothesis will be supported. By contrast, if the p-value is greater than the (α-level), the null hypothesis cannot be rejected and no support will be claimed for the alternative hypothesis.

– First main hypothesis:

$H_{0.1:}$ SNSs advertising message does not have a significant effect on student's buying behaviour.

Table 20. Testing the Impact of SNSs Advertising Message on Student's Buying Behaviour

F calculated	F. Tabulated	F. Sig	R	R^2	Result

37.992	2.21	0.00	0.640	0.409	Rejected

To test this hypothesis the multiple regression test was used, and according to the SPSS analysis, it was found that F calculated = 37.992 is greater than F tabulated = 2.21. According to the decision rule, this null-hypothesis is rejected, meaning; social networking sites advertising message have a positive significant impact on student's buying behaviour.

– Testing the sub-hypothesis:

1. $H_{0.1.1:}$ Website Characteristics do not have a significant effect on student's buying behaviour.

Table 21. Testing the Impact of Website Characteristics on Student's Buying Behaviour

F calculated	F tabulated	F. Sig	R	R^2	Result
38.787	3.00	0.000	0.468	0.219	Rejected

To test this hypothesis the multiple regression test was used, and according to the SPSS analysis, it was found that F calculated = 38.787 is greater than F tabulated = 3.00. According to the decision rule, this null-hypothesis is also rejected. meaning; website characteristics have a positive significant impact on student's buying behaviour as shown in table 28.

2. $H_{0.1.5:}$ Personality does not have a positive significant effect on student's buying behaviour.

Table 22. Testing the Impact of Personality on Student's Buying Behaviour

F calculated	F tabulated	F Sig	R	R^2	Result
19.125	3.00	0.000	0.348	0.121	Rejected

In order to test this hypothesis, the multiple regression test was used, and according to the SPSS analysis, it was found that F calculated = 19.125 was greater than F tabulated = 3.00. According to the decision rule, this null-hypothesis is also rejected. Meaning; that the personality has a positive significant impact on student's buying behaviour.

Table 23. Testing the Impact of Independent Variables on Student's Buying Behaviour

Hypo.	Variable	T Calculated	T Tabulated	T Sig.	R	R^2	Result
$H_{0.1.1.a}$	Privacy	8.360	1.96	0.000	0.448	0.201	Rejected
$H_{0.1.1.b}$	Security	2.473	1.96	0.000	0.147	0.022	Rejected
$H_{0.1.2}$	Advertising Massage Characteristics	13.539	1.96	0.000	0.630	0.397	Rejected
$H_{0.1.3}$	Perceived Ease of Use	3.816	1.96	0.000	0.223	0.050	Rejected
$H_{0.1.4}$	Perceived Usefulness	3.347	1.96	0.000	0.007	0.000	Rejected
$H_{0.1.5.a}$	Need to Belong	6.176	1.96	0.000	0.347	0.121	Rejected
$H_{0.1.5.b}$	Need for Cognition	2.399	1.96	0.000	0.142	0.020	Rejected

To test this sub- hypothesis the simple regression test was used, and according to the SPSS analysis, it was found that T calculated is greater than T tabulated. According to the decision rule, this null-hypothesis H_0 are rejected, meaning; that all the independent variables have a positive significant impact on student buying behaviour.

– Second main hypothesis:

$H_{0.2}$: SNSs advertising message does not have a positive significant effect on student's buying behaviour which can be attributed to trust.

Table 24. Testing the impact of SNSs Advertising Message on Student's Buying Behaviour Which can be Attributed to Trust

F calculated	F tabulated	F Sig	R	R^2	Result
39.872	2.21	0.000	0.646	0.421	Rejected

To test this hypothesis the multiple regression test was used, and according to the SPSS analysis, it was found that F calculated = 39.872 was greater than F tabulated = 2.21. According to the decision rule, this null-hypothesis is rejected. Meaning; that the impact of SNSs advertising message have a positive impact on student's buying behaviour which can be attributed to trust.

– **Testing the sub-hypothesis:**

1. $H_{0.2.1}$: Website Characteristics do not have a positive significant effect on student's buying behaviour which can be attributed to trust.

Table 25. Testing the Impact of Website Characteristics on Student's Buying Behaviour Which can be Attributed to Trust

F calculated	F tabulated	F Sig	R	R^2	Result
38.628	2.21	0.000	0.467	0.218	Rejected

To test this hypothesis the multiple regression test was used, and according to the SPSS analysis, it was found that F calculated = 38.628 was greater than F tabulated = 2.21. According to the decision rule, this null-hypothesis is rejected. Meaning; that the website characteristics have a positive significant impact on student's buying behaviour which can be attributed to trust.

2. $H_{0.2.5}$: Personality does not have a positive significant effect on student's buying behaviour which can be attributed to trust.

Table 26. Testing the Impact of *Personality* on Student's Buying Behaviour Which can be Attributed to Trust

F calculated	F tabulated	F Sig	R	R^2	Result
11.819	3.00	0.000	0.280	0.079	Rejected

To test this hypothesis the multiple regression test was used, and according to the SPSS analysis, it was found that F calculated = 11.819 is greater than F tabulated = 3.00. According to the decision rule, this null-hypothesis is rejected. Meaning; that the personality has a positive significant impact on student's buying behaviour which can be attributed to trust.

Table 27. Testing the impact of independent *Variables* on student's buying behaviour which can be attributed to trust

Hypo.	Variable	T Calculated	T Tabulated	T Sig	R	R^2	Result
$H_{0.2.1.a}$	Privacy	8.136	1.96	.000	0.439	0.192	Rejected
$H_{0.2.1.b}$	Security	2.896	1.96	.000	0.113	0.013	Rejected
$H_{0.2.2}$	Advertising Massage Characteristics	13.714	1.96	.000	0.635	0.404	Rejected
$H_{0.2.3}$	Perceived Ease of Use	2.799	1.96	.000	0.166	0.027	Rejected
$H_{0.2.4}$	Perceived Usefulness	2.945	1.96	.000	0.011	0.000	Rejected
$H_{0.2.5.a}$	Need to Belong	4.837	1.96	.000	0.279	0.074	Rejected
$H_{0.2.5.b}$	Need for Cognition	2.920	1.96	.000	0.114	0.013	Rejected

To test these sub- hypotheses the simple regression test was used, and according to the SPSS analysis, it was found that T calculated is greater than T tabulated. According to the decision rule, these null-hypotheses H_0 is rejected, meaning; that all the independent variables have a positive significant impact on student's buying behaviour which can be attributed to trust.

– Third main hypothesis:

$H_{0.3:}$ SNSs advertising message do not have a positive significant effect on student's buying behaviour which can be attributed to satisfaction.

Table 28. Testing the Impact of SNSs Advertising Message on Student's Buying Behaviour Which can be Attributed to Satisfaction

F calculated	F tabulated	F Sig	R	R^2	Result
38.240	2.21	0.000	0.641	0.411	Rejected

To test this hypothesis the multiple regression test was used, and according to the SPSS analysis, it was found that F calculated = 38.240 is greater than F tabulated = 2.21. According to the decision rule, this null-hypothesis is rejected. Meaning; that the impact of SNSs advertising message have a positive significant impact on student's buying behaviour which can be attributed to satisfaction.

– Testing the sub-hypothesis:

1. $H_{0.3.1:}$ Website Characteristics do not have a positive significant effect on student's buying behaviour which can be attributed to satisfaction.

Table 29. Testing the Impact of Website Characteristics on Student's Buying Behaviour Which can be Attributed to Satisfaction

F calculated	F tabulated	F Sig	R	R^2	Result
42.898	2.21	0.000	0.486	0.236	Rejected

To test this hypothesis the multiple regression test was used, and according to the SPSS analysis, it was found that F calculated = 42.898 is greater than F tabulated = 2.21. According to the decision rule, this null-hypothesis is rejected. Meaning; that the impacts of website characteristics have a positive significant impact on student's buying behaviour which can be attributed to satisfaction.

2. $H_{0.3.5:}$ Personality does not have a positive significant effect on student's buying behaviour which can be attributed to satisfaction.

Table 30. Testing the Impact of Personality on Student's Buying behaviour Which can be Attributed to Satisfaction

F calculated	F tabulated	F Sig	R	R^2	Result
13.217	3.00	0.000	0.295	0.087	Rejected

To test this hypothesis the multiple regression test was used, and according to the SPSS analysis, it was found that F calculated = 13.217 is greater than F tabulated = 3.00. According to the decision rule, this null-hypothesis is rejected. Meaning; that the personality has a positive significant impact on student's buying behaviour which can be attributed to satisfaction.

Table 31. Testing the Impact of independent Variables on Student's Buying behaviour Which can be Attributed to Satisfaction

Hypo.	Variable	T Calculated	T Tabulated	T Sig	R	R^2	Result
$H_{0.3.1.a}$	Privacy	8.059	1.96	.000	0.435	0.189	Rejected
$H_{0.3.1.b}$	Security	2.113	1.96	.000	0.067	0.004	Rejected
$H_{0.3.2}$	Advertising Massage Characteristics	13.284	1.96	.000	0.623	0.388	Rejected

$H_{0.3.3}$	Perceived Ease of Use	2.381	1.96	.000	0.141	0.020	Rejected
$H_{0.3.4}$	Perceived Usefulness	2.497	1.96	245	0.000	0.005	Rejected
$H_{0.3.5.a}$	Need to Belong	4.801	1.96	.000	0.277	0.077	Rejected
$H_{0.3.5.b}$	Need for Cognition	0.701	1.96	.000	0.042	0.002	Rejected

To test these sub- hypotheses the simple regression test was used, and according to the SPSS analysis, it was found that T calculated is greater than T tabulated. According to the decision rule, these null-hypotheses H_0 are rejected, meaning; that all the independent variables have a positive significant impact on student buying behaviour which can be attributed to atisfaction.

4.6 Stepwise analysis

Table 32. Stepwise Regression Analysis for Student's Buying Decision

Element	R	R^2	F	Sig	Standardized coefficients
Privacy	.448	.201	69.882	0	.471
Need to belong	.474	.224	40.079	0	.239
Security	.509	.259	32.202	0	-.238

From the table above, it can be noticed that according to Stepwise Regression Analysis, that (Privacy, Need to belong, security) is the most significant factors within social networking sites advertising message effect on student buying decision.

Chapter Five

Conclusions and Recommendations

5.1Conclusions

This study found that the independent variables that has the highest degree effect on student's buying behaviour is privacy followed by security because The student's had an absolute faith in the privacy and security of SNSs, and must have not considered that information as else accessible by anyone. Also students believe that no one else will be able to access their information if their site is private. This finding is consistent with the findings of Lee, 2000, Park and Kim, 2003.

It was found that advertising message characteristics in SNSs has statically significant effect on student's buying behaviour, and advertising message characteristics in SNSs should be highly creative, entertaining, provide new experience to consumer and relevant to the users. This finding is consistent with Manchand, et al. 2006.

It was found that Students found SNSs are ease of use and very useful, this explains why social networking sites have quickly became a significant part of student's lives. Most students agree that they spend too much time online on SNSs. The majority of the participants in the study spent from 1 to 3 hours online per day. However in that short period of time, students have incorporate online social networking time into their daily routine. This finding is consistent with other researchers' findings (Yusoff, et.al, 2009, Davis, et al, 1989).

It was found that the student's felt that the need to belong and social interaction were one of the main reasons for having SNSs. Their involvement in online's interest provides a sense of belonging for students. Also students enjoy the recognition and the attention that SNSs provides. This finding is emphasized by Yusoff, et.al, 2009 and Davis, et al (1989.

It was found that the trust moderated between SNSs advertising message and student's buying behaviour, students show that SNSs was credible medium in which to advertise in it, and they believe that SNSs has sufficient experience in the marketing of the products and services that it offered to the consumers. This finding is consistent with Martin and Camarero, 2008 research.

It was found also that the satisfaction is moderated between SNSs advertising message and student's buying behaviour, students were very satisfied with the services offered by SNSs and they believe that SNSs create long term relationship with customer. This was concluded also by Szymanski & Hise, 2000, Ahlert et al., 2002, Ahlert et al., 2002.

5.2 Recommendations

1. Privacy is found to have the most influential effect on student's buying behaviour. As a result, the advertisers should not abuse the student's trust of their privacy in SNSs.
2. Advertising message should approach within SNSs in different manner as they approach advertising on the internet, thus advertisers should consider the following in their advertising message:
    - Advertising message must be entertaining, engaging with new advertising approaches to maintain the interest of consumers.
    - Advertising message should be highly creative and innovative in order to support the newness and dynamic nature of the medium.
    - Advertising message must have variety, interesting and provide a new experience for the consumer.
    - Advertising message should be relevant to the users and reflect their interest.

3. Advertisers should develop strategies that will build up trust with the consumer and make the student's behavior through SNSs easier and less risky.
4. Advertisers should take advantage of that students need to belong in SNSs **by giving them great opportunity to reach a big number of customers in SNSs.**
5. Future researches could be applying on groups rather than student in order to gain more validation and generalized findings.
6. Also, a comparative study between two different social networking sites could be applied in order to show some interesting similarities and differences between the two sites.
7. Measuring other trait of personality on student buying behaviour should be studied.
8. Other comparative study between advertising on social networking site and other different media such as TV, newspaper, and radio could be applied in order to show the impact of these media on student buying decision.

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Appendixes

Appendix One

Questionnaire in English

University of Jordan

Faculty of Graduate Studies

Dear Student,

I am currently in the stage of my research in Master's Degree in Business /Marketing at University of Jordan. My research topic is **"The Impact of Social Networking Sites Advertising Message on Student Buying Behaviour"**. So basically I am looking for students who are using (or have used) social networking sites like facebook or Twitter.

You are kindly requested to read and answer this questionnaire, and be sure that the questionnaire is synonymous and all information will be treated as highly confidential and will only be used for the purpose of this study.

Your precious time is highly appreciated; many thanks in advance for your kindness effort and cooperation.

Rose F. Gharaybeh

Section One: Demographic Data

This section is designed to collect general information about students. Please tick the appropriate box in the following questions:

1.1 Gender

Male ☐ Female ☐

1.2 Age

18-21 ☐ 22-25 ☐ 26-29☐ over 29 ☐

1.3 College status

Undergraduate student ☐ Graduate student ☐

1.4 University

University of Jordan☐ yarmouk University ☐ JUST ☐

1.5 broad nature of your study

Scientific ☐ Humanities ☐

1.6 How many years have you had a profile on social networking sites

Less than one ☐ 1-3 ☐ 4-6 ☐ more than 6☐

1.7 On a typical day, how many hours do you spend viewing your profile

Less than an hour ☐ 1-3 ☐ 4-6 ☐ 7-9 ☐ more than ☐
9

1.8 Have you ever used social networking sites to find out any information about something or a particular product?

Yes ☐ No ☐

Section Two: Please read the questions carefully and put the sign (√) in the place that fits you the most:

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Websites attributes					
Privacy					
1. I that think social networking sites shows concern for the privacy of its users					
2. I feel safe when I send personal information to social networking sites					
3. I think that social networking sites only collects user personal data that are necessary for its activity					
4. I am confident that I know all the parties who collect the information I provide during the use of social networking sites					
5. I believe that there is an effective mechanism to address any violation of the information I provide to social networking sites					
6. I am aware of the exact nature of information that will be collected during the use of social networking sites					
Security					
7. I am confident that the private information I provide with social networking sites will be secured					
8. I think that social networking sites show great concern for the security of any transactions					
9. I think that social networking sites has sufficient technical capacity to ensure that no other organization will supplant its identity on the internet					

10. When I send data to social networking sites, I am sure that they will not be intercepted by unauthorized third parties (e.g. marketing, HR, or government agencies)					
11. I think that social networking sites has sufficient technical capacity to ensure that the data I send will not be intercepted by hackers					
Advertising massage characteristics					
12. Advertising massage on social networking sites is entertaining and enjoyable					
13. Advertising massages on social networking sites is creative and innovative					
14. Advertising massages on social networking sites give information to users					
15. Advertising massage on social networking sites supports interaction and development of friendship					
16. Advertising massage on social networking sites interesting is and provides new experience to me					
17. Advertising massage on social networking sites promotes desirable value in our society					
Perceived ease to use					
18. My interaction with the social networking sites is clear and understandable					
19. Learning how to use social networking sites is easy for me					
20. The process of using the social networking sites is easy for me					
21. I find that social networking sites are easy to use					
22. social networking sites are meaningful					
Perceived usefulness					

23. Using social networking sites enables me acquire more information or meet more people					
24. Using social networking sites improve my efficiency in sharing information and connecting with others					
25. The social networking sites are useful services for communication					
26. The social networking sites are a useful services for interaction of members					
Personality					
Need to Belong					
27. I want other people to accept me					
28. I do not like being alone					
29. I try hard to stay in touch with my friends					
30. if other people don't seem to accept me, I don't let it bother me					
31. I need to feel that there are people I can turn to in times of need					
Need for Cognition					
32. I prefer complex to simple problems					
33. I like to have the responsibility of handling a situation that required a lot of thinking					
34. Learning new ways to think doesn't excite me very much					
35. I like tasks that requires little thought once I have learned them					
Trust					
36. I think that the information offered by my social networking site is sincere and honest					

37. I trust that my social networking site will not use my personal information for any other purpose					
38. My social networking site is characterized by the frankness and clarity of the services that it offers to the consumer					
39. I think that the design and the commercial offer of social networking site take into account the desires and needs of its users					
40. I think that social networking site knows its users well enough to offer them products and services adapted to their needs					
41. I think that social networking site has sufficient experience in the marketing of the products and the services it offers					
Satisfaction					
42. Social networking site relatively meets my expectations					
43. I am Satisfied with services offered by social networking site					
44. social networking site create long term relationship with the customer					
45. I think that I made the right decision by using social					
46. My feeling while using social networking site was good					
47. **Student buying behaviour**					
48. Social networking sites gives me a sufficient information about product that requires a great level of research,(like cars, phone, cameras…etc)					
49. Purchasing online through social networking sites definitely worth the money					
50. My attitude about purchasing through social networking sites is favorable					

51. I am certain whether the product purchased through social networking sites will really perform the functions that were described in the Website					
52. The prices of products in social networking sites are very acceptable					

Appendix Two

Questionnaire in Arabic

الجامعة الأردنية
كلية الدراسات العليا
قسم التسويق

أخي الطالب / أختي الطالبة

أنا باحثة في الجامعة الأردنية في كلية الأعمال قسم التسويق، موضوع رسالتي هو "**أثر الرسالة الإعلانية في مواقع الشبكات الإجتماعية على سلوك الطالب الشرائي**".

إن مساعدتكم لي في الإجابة عن أسئلة الاستبانة سيكون من شأنها أن تساعدني في تحقيق الأهداف المنشودة لهذه الدراسة . لذا فأرجو من الطلبة الذين لديهم حساب على أحد مواقع الشبكات الإجتماعية مثل (Facebook, Twitter) التكرم بقراءة الاستبانة والإجابة عنها بدقة وموضوعية، علما بأن المعلومات التي ستدلون بها ستعامل بسرية تامة ولن ستستخدم لأي غرض اخر سوى البحث العلمي.

شاكرة لكم حسن تعاونكم

الباحثة
روز غرايبة

القسم الأول: المتغيرات الديمغرافية

يهدف هذا القسم من الاستبانة إلى جمع معلومات عامة عن المستجبيين، يرجى وضع إشارة (x) في المربع إزاء كل سؤال مما يلي :

1.1 الجنس

□ ذكر □ أنثى

1.2 العمر

□ 18−21 سنة □ 22− 25 سنة □ 26−29 سنة □ أكبر من 29 سنة

1.3 المرحلة الدراسية

□ بكالوريس □ الدراسات العليا

1.4 الجامعة التي تدرس بها

□ الجامعة الأردنية □ جامعة اليرموك □ جامعة العلوم والتكنولوجيا الأردنية

1.5 الكلية التي تدرس بها

□ العلمية □ الإنسانية

1.6 عدد السنوات التي مضت على اشتراكك في مواقع الشبكات الإجتماعية

□ أقل من سنة □ 1−3 سنوات □ 4−6 سنوات □ أكثر من 6 سنوات

1.7 في اليوم العادي، كم عدد الساعات التي تقضيها في تصفح مواقع الشبكات الإجتماعية؟

□ أقل من ساعة □ 1−3 ساعات □ 4−6 ساعات □ 7−9 ساعات

□ أكثر من 9 ساعات

1.8 هل سبق لك أن استخدمت مواقع الشبكات الإجتماعية للبحث عن شيئ ما أو منتج معين؟

□ نعم □ لا

يرجى وضع إشارة (x) إزاء كل جملة من الجمل التالية اعتمادا على المقياس الخماسي 1 – 5 لتبيان درجة موافقتك عليها، حيث 1 = غير موافق بشدة و 5 = موافق بشدة

الرقم	السؤال	موافق بشدة	موافق	محايد	غير موافق	غير موافق بشدة
خصائص مواقع الشبكات الإجتماعية						
1- الخصوصية						
1	أعتقد أن مواقع الشبكات الإجتماعية تظهر الحرص على خصوصية مستخدميها					
2	أشعر بالأمان عند إرسال معلوماتي الشخصية إلى مواقع الشبكات الإجتماعية					
3	أعتقد بأن مواقع الشبكات الإجتماعية تقوم بجمع البيانات الشخصية لمستخدميها وهي ضرورية فقط لنشاطها					
4	اثق بمعرفتي لجميع الأطراف الذين يقومون بجمع المعلومات أثناء استخدامي مواقع الشبكات الإجتماعية					
5	أعتقد أن هناك الية فعالة لمعالجة أي عملية خرق للمعلومات التي أقدمها إلى مواقع الشبكات الإجتماعية					
6	أنا على بينة من طبيعة المعلومات التي سيتم جمعها خلال استخدامي لمواقع الشبكات الإجتماعية					
2- الأمن						
7	اثق بقدرة مواقع الشبكات الإجتماعية على حماية المعلومات الخاصة بي					
8	أعتقد أن مواقع الشبكات الإجتماعية تعطي اهتماما كبيرا من حماية لأي أنشطة أقوم بها					
9	أعتقد أن مواقع الشبكات الإجتماعية لديها القدرات التقنية العالية التي تضمن المحافظة على هوية مستخدميها من السرقة					
10	عندما أرسل بياناتي الشخصية إلى مواقع الشبكات الإجتماعية، أكون علة ثقة تامة بأنه لن يتم اعتراضها من قبل طرف ثالث غير مصرح به مثل (الحكومة، وكالات التسويق ، الموارد البشرية)					
11	أعتقد أن مواقع الشبكات الإجتماعية لديها القدرات التقنية العالية لضمان أن البيانات التي يتم إرسالها لن يتم إعتراضها من قبل القراصنة					
خصائص الرسالة الإعلانية في مواقع الشبكات الإجتماعية						
12	أرى أن الرسالة الإعلانية في مواقع الشبكات الإجتماعية ممتعة					
13	تكون الرسالة الإعلانية في مواقع الشبكات الإجتماعية مبتكرة					
14	تمتاز الاعلانات على مواقع الشبكات الإجتماعية بقدرتها على إعطاء معلومات					

	كافية					
15	تكون الرسالة الإعلانية في مواقع الشبكات الإجتماعية على تدعيم التفاعل وتطوير الصداقات					
16	الرسالة الإعلانية في مواقع الشبكات الإجتماعية مثيرة الاهتمام وتزودني بخبرات جديدة					
17	تشجع الرسالة الإعلانية في مواقع الشبكات الإجتماعية على القيم المرغوب بها في مجتمعنا					
سهولة استخدام مواقع الشبكات الإجتماعية						
18	مواقع الشبكات الإجتماعية واضحة ومفهومة بالنسبة لي					
19	تعلم استخدام مواقع الشبكات الإجتماعية سهل بالنسبة لي					
20	عملية استخدام مواقع الشبكات الإجتماعية سهلة بالنسبة لي					
21	وجدت أن مواقع الشبكات الإجتماعية عملية					
22	مواقع الشبكات الاجتماعية ذات توجيه هادف					
فوائد مواقع الشبكات الإجتماعية						
23	يمكنني استخدام مواقع الشبكات الإجتماعية من الاستحواذ الاكثر على معلومات و التعرف على المزيد من الأشخاص					
24	استخدام مواقع الشبكات الإجتماعية يحسن من فعاليتي في المشاركة بالمعلومات والاتصال مع الاخرين					
25	لمواقع الشبكات الإجتماعية خدمات اتصالات مفيدة					
26	لمواقع الشبكات الإجتماعية خدمات مفيدة للتفاعل ما بين الأعضاء					
الشخصية						
1- الحاجة إلى الانتماء						
27	أريد من الاخرين قبولي في مواقع الشبكات الاجتماعية					
28	أفضل الانتماء و تواجد ضمن مجموعة					
29	ابذل جهدي لابقى على اتصال مع اصدقائي					
30	يزعجني عدم قبولي من اشخاص اخرين في مواقع الشبكات الاجتماعية					
31	احتاج إلى وجود أشخاص استطيع الاعتماد عليهم وقت الحاجة					
2- الحاجة إلى الادراك						
32	أفضل المسائل المعقدة على البسيطة					
33	أحب تحمل المسؤلية عند التعامل مع المواقف التي تتطلب تفكيرا كثيرا					
34	لا يثيرني كثيرا تعلم طرائق جديدة					
35	احب المهمام التي تتطلب التفكير بعد تعلمها					
الثقة في مواقع الشبكات الإجتماعية						
36	أعتقد بأن المعلومات التي تقدمها مواقع الشبكات الإجتماعية صادقة ونزيهة					

37	أنا على ثقة من أن مواقع الشبكات الاجتماعية لن تستخدم بياناتي الشخصية لأي غرض اخر					
38	مواقع شبكات الاجتماعية التي أنتمي لها تتميز بالصراحة ووضوح الخدمات التي تقدمها					
39	اعتقد بأن تصميم العروض التجارية لمواقع الشبكات الاجتماعية يأخذ بالحسبان رغبات واحتياجات مستخدميه					
40	اعتقد بان مواقع شبكات الاجتماعية على دراية تامة بطبيعة مستخدميها بما فيه الكفاية ليقدم لهم منتجات وخدمات صممت لتلبية احتياجاتهم					
41	أعتقد بأن مواقع الشبكات الاجتماعية قادرة على تسويق المنتجات والخدمات التي تقدمها					
الرضا عند استخدام مواقع الشبكات الإجتماعية						
42	تلبي نسبيا مواقع الشبكات الإجتماعية توقعاتي					
43	اننا راض عن الخدمات التي تقدمها مواقع الشبكات الإجتماعية					
44	تخلق مواقع الشبكات الإجتماعية علاقات طويلة الاجل مع مستخدميها					
45	أعتقد أنني اتخذت القرار صائب في استخدام مواقع الشبكات الإجتماعية					
46	أنا راض عن استخدام مواقع شبكات الإجتماعية					
سلوك الطالب الشرائي في مواقع الشبكات الإجتماعية						
47	تعطيني مواقع الشبكات الإجتماعية معلومات كافية عن المنتجات التي تتطلب الكثير من البحث (مثل السيارة،جهاز الخلوي،الكاميرا)					
48	الشراء عبر الإنترنت من خلال مواقع الشبكات الإجتماعية يستحق الجهد والمال					
49	افضل الشراء من خلال مواقع الشبكات الأجتماعية لانه يسمح لي ان اختار الزمان و المكان للشراء الذي يناسبني					
51	أنا متأكد من ان مشترياتي عن طريق مواقع الشبكات الإجتماعية تتطابق ومواصفتها في الاعلان					
52	اسعار المنتجات على مواقع الشبكات الاجتماعية مقبولة					

أثر الرسالة الإعلانية في مواقع الشبكات الإجتماعية على سلوك الطالب الشرائي

إعداد
روز فؤاد غرايبه

المشرف
الأستاذ الدكتور هاني الضمور

الملخص

تهدف هذه الدراسة إلى قياس مدى تأثيرالرسالة الإعلانية في مواقع الشبكات الإجتماعية على سلوك الطالب الشرائي. ولتحقيق هذا الهدف فقد تم استخدام استبيان مسحي تم تبنيه وتعديله من دراسات أخرى ذات علاقة بهذه الدراسة. وكان المجتمع المستهدف في هذه الدراسة هو ثلاث جامعات أردنية وهي: الجامعة الأردنية، جامعة اليرموك، جامعة العلوم والتكنولوجيا الأردنية. وقد تم توزيع 382 استبيانا على المجتمع وبلغ عدد الاستبيانات المرجعة 280 بمعدل استجابة يبلغ 73%. و كما استخدمت هذه الدراسة أسلوب تحليل الانحدار المتعدد لقياس مدى تأثير تأثيرالرسالة الإعلانية في مواقع الشبكات الإجتماعية على سلوك الطالب الشرائي.

وأظهرت النتائج أن هنالك تأثير إيجابي لكل من خصائص مواقع الشبكات الإجتماعية (الخصوصية، الأمن) و خصائص الرسالة الإعلانية في مواقع الشبكات الاجتماعية وسهولة استخدام مواقع الشبكات الاجتماعية و فوائد مواقع الشبكات الإجتماعية والحاجة إلى الانتماء و الحاجة إلى الادراك على سلوك الطالب الشرائي، وأظهرت النتائج كذلك أن الثقة في مواقع الشبكات الاجتماعية و الرضا عند استخدام مواقع هذه الشبكات يتوسطان في العلاقة ما بين

خصائص الشبكات (الحصوصية، الأمن) وخصائص الرسالة الإعلانية في مواقع الشبكات الاجتماعية وسهولة استخدام مواقع الشبكات الاجتماعية، و فوائد مواقع الشبكات الإجتماعية الحاجة إلى الانتماء و الحاجة إلى الادراك على سلوك الطالب الشرائي.